



# Abstract Book

**Education from the Past to the Future:  
A Journey to New Horizons  
After the 100th Year**

**MEF University International  
Student Conference on Educational Sciences**

**4-5 May 2024**

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MISCES 2024 CONFERENCE PROGRAM

MEFEDUCON 2024 KONFERANS PROGRAMI

4 Mayıs 2024 / Cumartesi 4 May 2024 / Saturday							
Time / Saat Place / Yer	Main Speeches / Ana Konuşmacılar (Main Hall A 101)						
10.00-10.30	Prof. Dr. Muhammed Şahin-Opening Speech - Rector of MEF University						
10.30-11.00	Prof. Dr. Mustafa Özcan (Dean of MEF Faculty of Education)						
11.00-11.45	Prof. Dr. Liya Selami (Department of English, Illinois State University)						
11.45-12.30	Dr. İslay Boy Ergül ( Founder of TeacherX)						
12.30-13.30	Lunch Break / Öğle Arası						
Time / Saat Place / Yer	ROOM 1 A 203	ROOM 2 A 218	ROOM 3 A 305	ROOM 4 A 306	ROOM 5 A 312		
MEF UNIVERSITY CONCURRENT WORKSHOPS 1 13.30-14.30	Lecturer Esma Şenel / Lecturer Mehmet Çiğdem - İnönü Democracy University / Ankara Yıldırım Beyazıt University Duration: 60 Minutes Title of the workshop: Empowering Writers: Critical Pedagogy and Problem-Based Learning for Global Skills Room Assistant: Neriman Yany	Psychological Counselor Fatih Çetkin - MEF University Duration: 60 Minutes Title of the workshop: Modellerin Yaşamı: Sanat Eğitimi Modelleri Room Assistant: Mithat Çetkin	IB DP Biology and ESS Teacher Baysal Duran - Bahçeşehir College Kocaeli Campus Duration: 60 Minutes Title of the workshop: Shape of Thoughts: Visible Thinking in Sustainable Development Education Room Assistant: Berra Berril Yany	Assoc. Prof. Dr. Serkan Demir - İstanbul University Cerrahpaşa Duration: 60 Minutes Title of the workshop: Etkileşimli ve Zenginleştirilmiş Öğretim Room Assistant: Sara Ayhan	Lecturer Merve Oflaz - İstanbul Kent University Duration: 60 Minutes Title of the workshop: Teaching the Children of the Golden Age in Our Journey to New Horizons Room Assistant: Dilara Nur Kırar		
MEF UNIVERSITY CONCURRENT WORKSHOPS 2 14.30-15.30	Associate Director for Faculty English Joel Compton- MEF University Title of the workshop: On and Under the Page: Mastering Adler's Reading Techniques Room Assistant: Zeynep Şerbetçi	Psychological Counselor Gülşah Kemert - GülşahKemert Psychological Counseling Center Duration: 60 Minutes Title of the workshop: Özgün Anlatım Room Assistant: Gülşah Kemert	Curriculum Advisor for IB Programs Selen Çoşkunçelebi - Freeland Duration: 60 Minutes Title of the workshop: Curated: Sculpting the Future of Education in Three Dimensions Room Assistant: Çiğdem Gül	Head of Music and Performing Arts Department Cengiz Berklin - MEF Schools Duration: 60 Minutes Title of the workshop: Sanat & Öğretim İlişkisi Room Assistant: İrem Nur Güllü	Assoc. Prof. Dr. Vincent Henry Shenkiewicz - MEF University Duration: 60 Minutes Title of the workshop: Test Anxiety and Coping Strategies: A Review for Educators and Students Room Assistant: Arlin Arayyan		
15.30-16.00	Coffee Break						
CONCURRENT SESSIONS							
Time / Saat	ROOM 1 A 413	ROOM 2 A 414	ROOM 3 A 313	ROOM 4 A 312	ROOM 5 A 314	ROOM 6 A 305	ROOM 7 A 306
MEF UNIVERSITY 16.00-18.00	Chair: ASSOC. PROF. DR. EZGİ TOPLU DEMİR TAŞ Bismarck Kübra Ünal 202408 Examining The Problem-Solving Skills of Individuals in Emerging Adulthood in Turkey According to Demographic Variables: Stress Levels and Life Satisfaction. Etil Samir Çiğdem 202411 The Associations Between Cognitive Avoidance, Self-Control, Self-Management Skills, and Attitudes Towards Seeking Psychological Help Among Emerging Adults Beyza Zaman 202411 The Associations Between Biphotia, Biscuit Jockey, and Intimate Partner Violence Among Biscuits: The Intersections of Gender, Sexual Orientation, and Partner's Sexual Orientation Çimen Karasulu 202421 The Relationship of Social Media Addiction With Eating Disorders, Body Image, and Depression Çiğdem Özgür 202422 The Relationships Among Marital Quality, Children's Emotional Security and Adjustment: The Perspective of Emerging Adults Hilal Sanyer Uzun 202428 Examination of Social Media Jockey, Multimedial Jockey, and Restorative Jockey According to Gender in Emerging Adulthood Elif Yany Yany 202429 Investigation of Gender, Bullying, and Body Image Relationships in Adolescents Ceren Kocak 202439 The Relationships Among Parent's Parenting Styles, Their Evaluations of Children's Success, and Some Demographic Variables Pinar Bayraktar 202446 The Effect of Parental Attitudes on Adolescents' and Emerging Adults' Partner Choice and Marriage Prospective. Assistant: Meliha Çavdar	Chair: PROF. DR. R. DİDEM TAYLAN İsmi Örfençik & Aysenur Güllü 202474 The Relationship Between Middle School Students' Mathematics Achievement and Mathematics Anxiety Umut Kadir 202470 The Development of Fractions Subject in Turkish Curriculum Beyza Yılmaz 202466 Teachers' Learning Process in Action Research Kemal Furkan Demirel & Sinay Nur Aslan 202462 Teachers' Views on Skill-Based Mathematics and Geometry Questions Yıldız Yılmaz & Aysenur Özgür 202436 Relationship Between Mathematics Anxiety and Mathematics Teaching Anxiety of Pre-Service Teachers Selin Akkarak & Damlı Nur Arıman 202473 Examining The Relationship Between Anxiety Levels and Solution Errors of 6th Grade Students Towards Open-Ended Questions in Mathematics Beyza Aslan 202478 Integrating Music into Mathematics in Turkish Educational Settings Gökçe Kar & Sonay Kızıldağ 202417 The Effect of Game-Based Mathematics Teaching on 6th Grade Students' Attitudes Against Mathematics Course Hilal Aslan 202464 Improving the Competencies of Teacher Candidates in Probability Teaching Components Gökçe Deniz 202432 The Effects Of Integrating Web 2.0 Tools And Virtual Manipulatives Into Elementary Mathematics Teacher Candidates' Lesson Plans Assistant: Esenur Mahmutlu	Chair: ASSIST. PROF. DR. ŞÖKRÜ NURAL Aybike İşık & İrem Baydaşlı 202448 A Comparison of Native and Non-Native EFL Teachers' Vocabulary Teaching Beliefs and Practices in Primary Schools Zeynep Etil Etil & Melisa Tuncel 202410 An Examination of EFL Teachers' and Learners' English Grammar Perception Alignments in Turkish EFL Settings Ali Emel Doğan 202452 Frequent Exposure to English-Language Movies and TV Series Improves The Listening Comprehension Skills of Non-Native English Speakers Esra Yagmur 202401 How Effective is The Written Corrective Feedback Provided by ChatGPT Compared to That of Teachers on Students' Written Assignments on Grammar Accuracy Development? Yıldız Muhi San & Mert Konyu 202440 Effects of EFL Instructors' Technological Competence on Student Motivation: The Case of MEF University Prep-School Yıldı Özer & Muhammed Baran Ergül 202413 Exploring Teachers' Perceptions of Authentic Materials in English as A Foreign Language Classrooms: A Qualitative Study Pelin Berber & Yany Yılmaz 202406 English Language Teachers' Beliefs and Practices about Utilizing Authentic Materials in Beginner-Level K-12 EFL Learners Saharun Bılgın & Başak Nihan İçel 202410 Exploring Personality Types and Language Learning Preferences Among Undergraduate Students Elif Nihal & Selin Sulu 202443 Digital Literacy Skills and Perceptions Of In-Service and Pre-Service English Language Teachers in Turkey Berke Ergiven & Hamsi Karakay 202453 Foreign Language Awareness Assistant: Mert Can Şahin	Chair: Assoc. RESEARCH ASSISTANT HANDE ÖZKAN İsmir Baydaşlı 202420 The Relationship Between Exam Stress and Sleep Quality in High School Adolescents Ayşe Gül 202424 Music, Emotional Authenticity & Emotional Regulation İsmir Doğan 202433 The Relationship Between University Students' Social Media Use and Academic Performance Behaviors and Some Demographic Variables Melis Şahin 202456 Presenting The Effects of Social Media on Adolescent and Young Adult Females in Turkey Berfin Taştan 202465 The Relationship Between Early Life Experiences on Emotional Romantic Relationship Beliefs in Young Adulthood Aylin Ayda 202468 Turkish Spouse vs Spouse Openness Doğan Dönmez, Aylın Sire ve Berk Şeytan 202468 Ulkü Dönmez 202460 The Relationship of Emotional Intelligence and Perceived Social Support With Psychological Resilience in Emerging Adulthood Gökçe Etil 202418 Preservice Elementary Mathematics Teachers' Understanding of Fraction Multiplication and Division Operations Dilber Nur Pinar 202471 Uncovering The Geometric Mind: Exploring Attitudes, Transformations, and Achievements in Middle-School Mathematics And Geometry Education Assistant: Zeynep İpek	Chair: ASSIST. PROF. DR. ECE SARIGÜL Nurcan Akkarak & Elif Berke Akkarak 202442 Teacher Burnout and Its Effects on Teaching Emel Yeyirbay & Yagmur Yildirim 202437 Self-Efficacy Levels Among EFL Pre-Service Teachers and Their Implications for Professional Development Zeynep Gökçen & Pelin Kızıldağ 202444 The Learning Process of University Students with Attention Problems in Language Classes Baysal Duran & Baysal Duran 202459 The Impact of Personalized Feedback on Vocabulary in Turkish K-12 Students: Public vs. Private Schools Gökçe Özyıldırım 202469 The Influence of Bilingualism on 9th-Grade Students' Language Learning Process in EFL Contexts Elif Yany & Sinay Nur 202447 EFL Teachers' Approach to Vocabulary Pedagogy in Young Learners' Classrooms Ayşe Nur Arslan & Gökçe Gökçen 202449 Investigating The Impact of English Language Learning on The Motivation and Engagement of High School Learners Yagmur Akbıyık & Lara Akbıyık 202428 The Personality Traits of English Language Teachers on Their Classroom Management Strategies and Students' Behavior Serra Konyu & Serran Konyu 202450 Comparing The Textbook Adaptation Processes of Novice and Experienced EFL Teachers in Primary School Context Seda Akkarak 202461 Exploring Teachers' Views on the Use Of Globally Published Materials Versus Self-Made Materials in Teaching English as a Foreign Language Assistant: Ayşenur Özdemir	Chair: ASSIST. PROF. DR. MELİKE ACAR Beyza Aslan 202414 The Relationship of Family Harmony, and Living in The Family Home With Identity Formation of Turkish Young Adults and Late Adolescents İ. Duygulu Tanyel 202423 Excessive Sex Use & Addiction on DV Traits and Self-Esteem Meryem Sade Etil 202427 Perceived Maternal Psychological Control and Empathy Levels Towards Victims in Peer Bullying Zeynep Sanyer 202445 The Effects of Team Identification on The Psychological Well-Being Of Individuals: an Investigation of Social Connections and Fun Behaviors Çiğdem Çavdar 202463 Cengizler's Perspective on Preschoolers' Social Understanding and Domain Differential Parenting İsmir Özer 202455 Gender Differences In Motivation and Team Identification Between Football and Volleyball Fans İsmir Etil 202457 The Role of Social-Emotional Learning and Moral Reasoning In Children's Executive Functions Zeynep Bıçkın 202415 Relationship Between The Developmental Level and Mathematics Anxiety of Children With and Without Pen Zeynep Sade Güler 202458 The Relationship Between The Concept of Self-Esteem in Emerging Adults and The Parenting Styles They Influence Assistant: Defne Arıcı	Chair: ASSIST. PROF. DR. VINCENT HENRY SHENKIEWICZ Serra Meral 202484 The Relationship Between Internet Addiction, Academic Achievement, and Empathy Levels of Adolescents Serra İsmir & Berra Karabulut 202409 Differentiated Instruction in a PYP Classroom İsmir İsmir & Ceren Sanyer 202438 One Size Does Not Fit All: Investigating Pre-Service Teachers' Perspectives on Teaching L2L Meryem Sanyer 202412 Reading Between Lines in The International Baccalaureate Middle Years Program: Do Students Show the Outcomes of Primary Years Program in The Middle Years Program? Serra Bıçkın 202426 The Effect of Daily Video Games Playing Time on Individuals' Aggression and Problem-Solving Skills in Emerging Adulthood İsmir Yıldı 202416 Differences Between Life Satisfaction and Psychological Well-Being Between Early Married Women and Men and Single Women and Men Seline Serval Sulu 202419 The Effect of Attachment Styles to Parents on Romantic Relationships with Partners Fikri Serra Gökçen 202467 The Effect of Interaction With Clay on Anger and Emotion Regulation in Middle-Childhood Mertem Karademir 202415 Effect of Perceived Parental Attitudes on Self-Efficacy and Subjective Well-Being of University Students Nurcan Akkarak 202414 Link Between Women's Relationship with their Fathers, How It Affects Their Decision-Making Process When Seeking Potential Partners Assistant: Ayşe Nur Turan

5 Mayıs 2024 / Pazartesi 5 May 2024 / Sunday				
Main Speeches / Ana Konuşmacılar (Main Hall)				
10.00-10.30	Prof.Dr.Bilal Duman ( Department of Educational Sciences,Muğla Sıhı Koçman University )			
10.30-11.30	Stephen O'Farrell ( Learning Consultant at Pearson Education)			
11.30-12.00	Asist. Prof. Dr. Servet Altan ( Vice Dean of MEF Faculty of Education)			
12.00-12.30	Sude Sızcan ( MEF University Within School Student Club President)			
Zoom Link	<a href="https://mef.edu.tr/zoom.us/j/2448091691?pwd=VWJlc0k5UkQ5ODkxTDI4TUEuX3M5bWdod09">https://mef.edu.tr/zoom.us/j/2448091691?pwd=VWJlc0k5UkQ5ODkxTDI4TUEuX3M5bWdod09</a>			
12.30-13.30	Lunch Break /Öğle Arası			
Time/Saat	ROOM 1	ROOM 2	ROOM 3	ROOM 4
ONLINE CONCURRENT WORKSHOPS 1 13.30-14.30	Asist. Prof. Dr. Hasan Selçuk - University of Latvia Duration: 60 Minutes Title of the workshop: Enhancing Collaboration in EFL Writing through Digital Platforms Room Assistants: Nurelcan Bozkurt	Prof. Ferda Güneş/ Dr. Özlem Alagül - Ankara University & Kuantan University Faculty of Sports Sciences Duration: 60 Minutes Title of the workshop: Beden Okuryazarlığı Atlatması Room Assistants: İlknur Teymür	Dr. Rocío Domínguez-Benito - Universitat de València Duration: 60 Minutes Title of the workshop: The Development of Social Justice in Future Teachers through Picturebooks Room Assistants: Beliz Şentürk	Classroom Teacher Özlem Bilge - Yenilikçi Öğrenme Schools Duration: 60 Minutes Title of the workshop: Sınıftaki Gelişim İçin Çocuk Kitapları Room Assistants: Fadime Üysal
ONLINE CONCURRENT WORKSHOPS 2 14.30-15.30	Dr. Caroline Fell Kurban - MEF University Duration: 60 Minutes Title of the workshop: The Impact of ChatGPT on Higher Education: Exploring the AI Revolution Room Assistants: Mehmet Yiğit Yüncü	Educational Specialist Salih Ertaş - Salih Ertaş Counseling Center Duration: 60 Minutes Title of the workshop: Eğitimde Stres Yönetimi "Streslen Başarıya" Room Assistants: Sena Ertaş	English Teacher Michael Ferraro - Manchester High School, Virginia, USA Duration: 60 Minutes Title of the workshop: Modern Storytelling Structure: The Story Circle Room Assistants: Bengül Çelik	Asist. Prof. Dr. İbrahim Burak Ötmez - MEF University Duration: 60 Minutes Title of the workshop: Identifying Whole Number and Fraction Operations Room Assistants: Ayşel Buse Güler
Zoom Links	<a href="https://mef.edu.tr/zoom.us/j/9573083080?pwd=SVNaWW9kS2hVZjJlUkVlc0ZlOGlMOTZl">https://mef.edu.tr/zoom.us/j/9573083080?pwd=SVNaWW9kS2hVZjJlUkVlc0ZlOGlMOTZl</a>	<a href="https://mef.edu.tr/zoom.us/j/9775012738?pwd=N2NkYjJlUkVlc0ZlOGlMOTZl">https://mef.edu.tr/zoom.us/j/9775012738?pwd=N2NkYjJlUkVlc0ZlOGlMOTZl</a>	<a href="https://mef.edu.tr/zoom.us/j/9778992752">https://mef.edu.tr/zoom.us/j/9778992752</a>	<a href="https://mef.edu.tr/zoom.us/j/9648263973?pwd=ZTU4YjZlUkVlc0ZlOGlMOTZl">https://mef.edu.tr/zoom.us/j/9648263973?pwd=ZTU4YjZlUkVlc0ZlOGlMOTZl</a>
15.30-16.00	Coffee Break			
CONCURRENT SESSIONS				
Time / Saat	ROOM 1	ROOM 2	ROOM 3	ROOM 4
ONLINE 16.00-18.00	Chair: ASST. PROF. DR. HASAN SELÇUK Mehmet Ali Kılıç & Ramazan Gürbüz 202476 Farklı Sıra Tiplerine Göre Gerçekleştirilen Öğretim Etkinliklerinin ve Ev Ödevlerinin Öğrenci Başarılarına Etkisi Eurasia Science Journal 202477 Eğitimde Yapay Zeka: Öğretmenler İçin Yeni Öğrenme Paradigması Canal Hocaoglu 202481 Biyomimikri Temelli Yeni Uygulamalarında Ortaokul Öğrencilerinin Üstün Tutarlılıklarına Ve Stres Algılarının İncelenmesi Ervin Kaçmaz 202486 İkinci Öğrencilerin Okulda Bulunma Hissiyatları ile Okuma Kültürü Olup Olmadığına Aile Yeterliliği Arasındaki İlişkinin İncelenmesi Merve Sahin & Ebru Güneş & Melike Tural Sırmaz 202496 Tiplerine Göre Öğrencilerin Dersin Öğreniminde Değerli Olarak Gözlenen Eğitim Entegrasyonu Burhan İsmet Yener 202488 Investigating AI-Assisted Strategies for Enhancing English Present Perfect Tense Proficiency Among University Preparatory Students Asistan: Yalçınur Çepni	Chair: ASST. PROF. DR. DERYA ALTINMAKAS Mecran Ash-Ekurt 202492 The Lack of Student Participation in English Language Classes: Do the Motivational Strategies Utilized by Teachers Have an Effect on Students' Participation? Ayşe Yaren Bağcı 202483 The Well Being of Pre-Service English Language Teachers in Türkiye and Their Coping Strategies Mualla Elif Durmaz & İrem Doğuş & Vayifeye Geçkin 202489 To Teach or Not To Teach "Connected Speech": The Effect of Explicit Teaching on Pronunciation Skills Şükran İbikli & Eda Eğinler 202485 Bilimsel Farkındalık Temalı Müfredatlı Dil Öğretim Materyallerinin Farklı Dil Seviyeleri ve Dil Becerilerine Yönelik Öğretiminin Etkisi Merve Başkurtlu 202497 Using Digital Storytelling Tools to Improve EFL Writing Skills Zeliha Tutar Mengü 202475 An Analysis of 4th Grade Students' Routine and Non-Routine Problem-Solving Skills Using Cognitive Diagnostic Models Rahat Yener 202494 The Impact of Fan-Generated Platforms in Language Learning Through Social Media Asistan: Betül Başal	Chair: ASST. PROF. DR. SERVET ALTAN Neslihan Arslançın 202495 Music has Impacts on Psychology Gökhan Ak 202490 How Should Education Be Given? Purkan Ak 202491 Importance of Early Childhood Education Naci Güllüoğlu & İbrahim Uğural 202492 Mimar Akademiye Gösterilen Aynaklar Matematik Problemlerinin Analizi Sibel Çelik & İbrahim Uğural 202487 Matematik Sorularındaki Soruların Temel Fonksiyonları Bağlamında İncelenmesine Yönelik Makaleler Üzerine Bir Sistematik Deneme Fatma Özer & İbrahim Uğural 202493 Matematik Eğitimi ve Çağın Ulaşımlarına Kaynaklı Makaleler Üzerine Sistematik Bir Deneme Ebru Adigüzel & Rukun Gergin & Amini Asude Dalkaran & Sebahat Sevgi Uygur 202492 Eğitim Fakültesi Öğrencilerinin Etkin Öğrenme Tecrübelerine Nispeten Sosyoloji ve Ötometri Kişilik Özelliklerinin Rolü Asistan: Tuha Kulu	Chair: DR. CAROLINE FELL KURBAN Gizem Kaptıoğlu & Rümeysa Korkmaz 202480 Types of Instructional Materials Used by EFL Teachers at Schools in Turkey: A Comparative Analysis Pelin Ünalan & Zeynep Çelik 202498 The Impacts of Code-Switching Mine Şenol & Eren Arslan 202484 Does the Type of Personality Determine Responses to Face-Threatening Acts in a Foreign Language? Mevrit Altınop 202493 Bilişimsel İhtiyaçları Karşılamak Qubra Şahbazova 202495 Eğitimde Yapay Zekanın Önemi Nasir Yılmaz Şahin 202497 Eğitimde İyi Olmak Simsiyet Tuna 202454 Language Learning Based on AI Muhammet Nigiz 202472 Uluslararası Vapurların Gelişiminde Başarı Arayışı: Rus İşletmecilik Okulları Asistan: Yalçınur Kambak
Zoom Links	<a href="https://mef.edu.tr/zoom.us/j/9573083080?pwd=SVNaWW9kS2hVZjJlUkVlc0ZlOGlMOTZl">https://mef.edu.tr/zoom.us/j/9573083080?pwd=SVNaWW9kS2hVZjJlUkVlc0ZlOGlMOTZl</a>	<a href="https://mef.edu.tr/zoom.us/j/9775012738?pwd=N2NkYjJlUkVlc0ZlOGlMOTZl">https://mef.edu.tr/zoom.us/j/9775012738?pwd=N2NkYjJlUkVlc0ZlOGlMOTZl</a>	<a href="https://mef.edu.tr/zoom.us/j/9778992752">https://mef.edu.tr/zoom.us/j/9778992752</a>	<a href="https://mef.edu.tr/zoom.us/j/9648263973?pwd=ZTU4YjZlUkVlc0ZlOGlMOTZl">https://mef.edu.tr/zoom.us/j/9648263973?pwd=ZTU4YjZlUkVlc0ZlOGlMOTZl</a>
18.00-18.30	Closing			
Zoom Link	<a href="https://mef.edu.tr/zoom.us/j/2448091691?pwd=VWJlc0k5UkQ5ODkxTDI4TUEuX3M5bWdod09">https://mef.edu.tr/zoom.us/j/2448091691?pwd=VWJlc0k5UkQ5ODkxTDI4TUEuX3M5bWdod09</a>			

# **How Effective is the Written Corrective Feedback Provided By ChatGPT Compared To That Of Teachers On Students' Written Assignments On Grammar Accuracy Development?**

**Eniz Yağmur**

*Student, Mef University English Language Teaching Faculty of Education,*

[yagmure@mef.edu.tr](mailto:yagmure@mef.edu.tr)

## **Abstract**

This study investigates the effectiveness of written corrective feedback from ChatGPT in comparison to traditional teacher feedback on improving grammar accuracy in students' written assignments. The research explores the capabilities of ChatGPT, an advanced AI language model, in the realm of Automated Writing Evaluation (AWE), particularly focusing on its impact in the context of second-language writing education. The experiment involves students receiving feedback from either ChatGPT or human teachers. The findings reveal that both groups experienced similar levels of improvement in grammar accuracy, highlighting the potential of AI-based tools like ChatGPT in educational scenarios. The results are significant in demonstrating ChatGPT's comparable efficacy to human educators in providing constructive feedback. This research contributes to the growing understanding of AI applications in language learning and teaching, offering valuable insights for educators, curriculum developers, and educational policymakers. The study underscores the viability of integrating AI tools in educational practices, particularly for enhancing writing skills and grammar proficiency.

**Keywords:** ChatGPT, AI in Education, Written Corrective Feedback, Grammar Accuracy

# **The lack of student participation in English Language Classes: Do the motivational strategies utilized by teachers have an effect on students' participation?**

**Mercan Ash Erkurt**

Student, MEF University, English Language Teaching, Faculty of Education,  
[erkurtm@mef.edu.tr](mailto:erkurtm@mef.edu.tr)

## **Abstract**

In the field of English Language Teaching, students' participation in the classes has been a significant topic. There are many reasons for the lack of students' participation in English classes such as their proficiency levels, not being willing to learn the language, and the relationship they have with their teachers and peers. These reasons are subjective factors that depend on individuals. However, there may be some things that English teachers can do to increase students' participation in the classes. In order to figure out what can be done to increase students' participation, this study utilizes an Observational Motivational Strategy Scale (OMSS) which is based on the Motivational Strategy Scale created by Dörnyei (2001). The OMSS includes strategies as simple as circulating around the classroom to teachers' behaviors while teaching such as displaying enthusiasm, performing friendly manners. With the usage of this scale, the current study aims to figure out the effectiveness of teachers' usage of motivational strategies and question types on students' participation in English classes. For the purpose of examining the effectiveness, the study utilizes qualitative analysis along with data collection tools such as classroom observations with the OMSS Checklist that are done in three different months, teacher demographic survey that is given to three teacher participants who were observed, student questionnaire and focus group interviews which were conducted with middle school students. The findings of this research showed that while some of the motivational strategies have an impact on students' participation, some of them do not. Even though it is not certain that particular motivational strategies would be of use, it is still logical to use them as English teachers as students perceived most of the OMSs as effective in the student questionnaire.

**Keywords:** motivational strategies, question types, students' participation in English classes

## **Eğitim Liderleri Birbirimizden İlham Alıyoruz**

**Mevlüt ALTINTOP**

Eğitim Liderleri Kurucusu, Eğitim Danışmanı, [mevaltintop@gmail.com](mailto:mevaltintop@gmail.com)

### **Summary**

Founded in 2014 with the motto "We are inspired by each other", Education Leaders is a platform that aims to contribute to the professional development of teachers. Every Monday evening at 21.00, live broadcasts are held with teachers working in the country or abroad. The recordings of these live broadcasts are uploaded to the Education Leaders YouTube channel in the following days. It is offered to the benefit of educators, students and families. Education Leaders, which also includes online workshops and book critique events along with live broadcasts, is on its way to becoming an academy.

In this paper, the personal journey and experience of the teachers and organizer within the learning network of live broadcasts will be shared. As Education Leaders, we will witness goals and inspiring stories together.

**Keywords:** Education, Leadership, Learning Network, Inspiration, Professional Development

# **The Relationship Between Internet Addiction, Academic Achievement and Empathy Levels of Adolescents**

**Sena Meral**

*Mef University, Faculty of Education, merals@mef.edu.tr*

## **Abstract**

Although technology and the internet benefit human life when used appropriately, inappropriate, and excessive use causes internet addiction. Since technology innovation is gradually gaining supremacy in today's society, students' study habits are rapidly disappearing. Also, with the increasing reliance on internet, children may not develop their empathetic skills appropriately. The present study aims to examine the relationship between internet addiction, academic achievement, and empathy levels of adolescents. To measure internet addiction, we used Internet Addiction Test (IAT), to measure the empathy levels we used Adolescent Measure of Empathy and Sympathy (AMES) and demographic form in order to know students' GPA. Correlation Matrix, group descriptives and independent samples t-test employed to test our hypotheses. To test the first hypothesis "Internet addiction increases, academic achievement decreases" correlation matrix was employed. Findings indicate no significance between internet addiction and academic achievement. To test the second hypothesis "significant relationship between empathy and internet addiction" correlation matrix was employed. Findings indicate significance between not all of but some of the questions. To test the third hypothesis "Internet addiction is higher among males than females" Independent Samples T-Test was employed. When the results of the Independent Samples T-Test examined, five significant values are observed. When the findings were examined, it was observed that, contrary from social consensus, internet use had no effect on academic achievement. It is also a relatively unexpected result that there were no pathological internet users among 179 participants. A slight relationship was found between empathy and internet addiction. The impact of gender roles on internet use was concretized and interpreted.

**Key Words:** Internet addiction, academic achievement, empathy, sympathy, technology use

## **Importance of AI in Education**

**Qahirə Şahbazova**

*Azerbaijan Pedagogical State University, sahbazovaqahire@gmail.com*

### **Abstract**

What ethical considerations might there be for utilizing artificial intelligence in crop valuations? Education is the main pillar of society. Throughout history, this has been the means by which future generations have acquired the knowledge and skills to thrive in an ever-evolving world. However, the world is changing at an alarming rate, and education must also adapt. Artificial intelligence (AI) has become one of the most powerful tools in formalizing the future of education.

**Key Words:** artificial intelligence, education

## **English Language Teachers' Beliefs And Practices About Utilizing Authentic Materials In Beginner-level K-12 EFL Learners**

Student Pelin Berber, MEF University, Faculty of Education,

[berberpe@mef.edu.tr](mailto:berberpe@mef.edu.tr) Student Yaren Yıldırım, MEF University, Faculty of

Education, [yildirimyar@mef.edu.tr](mailto:yildirimyar@mef.edu.tr)

### **Abstract**

In the field of education, especially in English language teaching, there are many highlighted perspectives of materials used for teaching, one of them being “authentic materials”. Authentic materials are increasingly recognized by more and more instructors as a type of tool used in language classrooms owing to the accessibility of technology and the internet in language classrooms. However, even though some research has been conducted regarding the attitudes of English language teachers towards authentic materials (Ting-fai, 2011), the literature is shown to be not sufficient enough to reach a consensus on their usage when combined with beginner-level classrooms. English teachers' valuable insights are not consistently reflected in studies on the alignment of their practices with opinions about authentic materials, particularly in their application with beginners in EFL classrooms. Thus, this research paper aims to investigate instructors' perceptions as well as their classroom practices in terms of authentic material usage in beginner-level English classrooms. Data was gathered using a mixed methods approach, including a survey and in-class observations conducted by researchers. The survey consisted of a 21-question questionnaire completed by 124 English teachers. During the observation, the observants selected seven English language teachers to be observed randomly in a private middle school, including one class with the same instructor to be observed more than one time for the data to be more variable. In conclusion, the study reveals that English language teachers, using observations and surveys, endorse the incorporation of authentic materials in lesson plans for beginners. Usage of authentic materials are beneficial to show the cultural side of the language, enhance motivation and confidence, as well as develop 4 skills, however, finding appropriate ways to integrate them into the lesson plan considering the context might be challenging.

**Keywords:** authentic materials, beginner-level learners, teachers' perception, teachers' practice

## Eğitimde İyi Oluş

Nasiye Yamaç Şahin

İngilizce Öğretmeni, Antalya Bilim ve Sanat Merkezi, ruyayamac@gmail.com

### Özet

Projedeki temel amaç, ortaokul öğrencilerinin akademik başarılarına ek olarak, duygusal, sosyal ve kişisel gelişimlerini destekleyerek genel iyi oluşlarını artırmaktır. Çalışma, Antalya Bilim ve Sanat Merkezi Bireysel Yetenekleri Farketme (BYF) grubunda bulunan ortaokul 6 sınıf öğrencilerine yönelik olarak uygulanmıştır. Araştırmada eğitimde iyi oluş projesine yönelik etkinlikler başlamadan önce katılımcılara İyi Oluş'un okul bağlamında değerlendirmesi (Akın, A., Yılmaz, S., Özen, Y., Raba, S., & Özhan, Y. (2016, Nisan). Stirling Çocuklar için Duygusal ve Psikolojik İyi Oluş Ölçeği uygulanmıştır. Çalışma 10 kız ve 10 erkek öğrenci deney ve kontrol gruplarından oluşturulmuştur. Bu gruplara ön test ve son test uygulanmıştır. Projenin başarı kriterleri ve ölçüm araçları kullanılarak elde edilen sonuçlar, öğrencilerin iyi oluşlarının artırılması üzerindeki etkilerini göstermektedir.

Anahtar kelimeler: Akademik Başarı, Duygusal Gelişim, Sosyal Gelişim, Sosyal becerilerin geliştirilmesi

### Abstract

The main objective of the project is to enhance the overall well-being of middle school students by supporting not only their academic achievements but also their emotional, social, and personal development. The study was implemented specifically for 6th-grade students in the Individual Talent Recognition (ITR) group at Antalya Science and Art Center. Prior to the commencement of activities related to the Well-Being in Education project, participants were assessed in terms of Well-Being in the school context using the Stirling Emotional and Psychological Well-Being Scale for Children (Akın, A., Yılmaz, S., Özen, Y., Raba, S., & Özhan, Y., April 2016). The study comprised experimental and control groups, each consisting of 10 female and 10 male students. Pre-tests and post-tests were administered to these groups. Results obtained through the project's success criteria and measurement tools demonstrate the impact on increasing students' well-being.

**Keywords:** Academic Achievement, Emotional Development, Social Development, Enhancement of Social Skills

# **Examining The Problem Solving Skills of Individuals in Emerging Adulthood in Turkey According to Demographic Variables, Stress Levels and Life Satisfaction**

**Busenur Kübra Ünsal**

*Psychological Counseling and Guidance, MEF University, Faculty of Education,  
unsalbu@mef.edu.tr*

## **Abstract**

Emerging adulthood, although not in a very old position in the developmental psychology literature, is a much newer concept for Turkey. According to this, although there are many studies focused on Turkey, the developmental period in question varies from region to region. These differences are; It may occur due to various reasons such as the level of development of the industry of the region, the educational level in the region, and economic conditions, etc. Due to these differences, there is no clear research on stress and problem solving skills. This article also focused on the factors like life satisfaction affecting the stress of emerging adults living in Turkey and aimed to develop measurement tools to measure these factors. While creating this measurement tool, it created by paying attention to the measurement of the connection between the demographic characteristics, life satisfaction and stress of the individuals. For reference in this process, help were be taken from the scale adapted to adulthood that appeared earlier in Turkey.

**Keywords:** *Emerging Adulthood, life satisfaction, stress, Turkey, problem solving.*

## **Differentiated Instruction In A PYP Classroom**

**Berra Kanburoğlu**

**Selen İnanç**

Student, MEF University, English Language Teaching, Faculty of Education,

[kanburoglub@mef.edu.tr](mailto:kanburoglub@mef.edu.tr)

Student, MEF University, English Language Teaching, Faculty of Education,

[inanacs@mef.edu.tr](mailto:inanacs@mef.edu.tr)

### **Abstract**

This research aimed to investigate the implementation of differentiated instruction by Primary Years Programme (PYP) teachers in English classrooms and the support provided by PYP schools. The study also aimed to explore the experiences of PYP teachers, share solutions to challenges, and promote awareness of differentiated instruction. The research utilized both qualitative and quantitative methodologies to gather data and insights. The survey, sent to PYP English teachers in Turkey, was based on literature about differentiated instruction. Subsequently, Zoom interviews were conducted with 5 participating teachers.

Initially, the survey was distributed to all campuses of X Schools in Turkey, but limited participation led to a broader outreach to IB PYP schools, with 27 participating teachers from 4 schools. Five teachers were interviewed via Zoom. Positive aspects included investigating seminar and material support, aligning with our internship observations. However, the research's weakness was the lower-than-expected participant number (27 instead of 50). Despite this, the study turned this limitation into an advantage by extracting valuable insights from participating teachers, allowing for sufficient comments and suggestions. The study recommends further exploration with a larger participant pool to address additional topics, emphasizing the significance of teacher support in differentiated instruction.

**Keywords:** Differentiated instruction, PYP teachers, IB education, English classroom

# Exploring Personality Types and Language Learning Preferences among Undergraduate Students

Sudenur Bilgin<sup>1</sup>

Buse Nihan İpekoğlu<sup>2</sup>

<sup>1</sup>*Undergraduate Student, MEF University Faculty of Education, [bilginsu@mef.edu.tr](mailto:bilginsu@mef.edu.tr)*

<sup>2</sup>*Undergraduate Student, MEF University Faculty of Education,*

*[ipekoglub@mef.edu.tr](mailto:ipekoglub@mef.edu.tr)* **Abstract**

This study explores the language learning preferences and personality traits of undergraduate students in Turkey. Using a descriptive research design, the study investigates how undergraduate students approach language learning, focusing on the MBTI personality dimensions. A survey was administered to 207 undergraduate students proficient in English, collecting data on demographics, language learning preferences, and personality traits. The findings reveal that undergraduate students prefer creative and open-ended activities that encourage personal expression in language learning. They also exhibit diverse personality traits, with Extraversion, Introversion, Intuition, and Feeling being the most common. These results highlight the importance of considering individual differences in language education and suggest that personalized and creative approaches may enhance language learning outcomes. This study contributes to our understanding of the complex interplay between personality traits and language learning preferences among undergraduate students, providing insights for educators and policymakers to tailor language learning strategies to meet students' individual needs.

**Keywords:** English Language Education, Language Learning Preferences, MBTI

**The Associations Between Biphobia, Bisexual Jealousy, and Intimate Partner Violence  
Among Bisexuals: The Intersections of Gender, Sexual Orientation, and Partner's Sexual  
Orientation**

**Burcu Zurnacı**

*MEF University, Faculty of Education, zurnacib@mef.edu.tr*

**Abstract**

Bisexual relationships, like any other intimate relationships, can be subject to various dynamics and challenges. In the context of psychological intimate partner violence (IPV) perpetration, research suggests that bisexual+ (bi+) individuals are at higher risk for and may face unique stressors than heterosexual individuals. Factors such as bisexual myths and jealousy can intricately weave into the fabric of these relationships, potentially influencing the perpetration of psychological IPV. Therefore, the current study seeks to explore (a) the correlations between bisexual myths, jealousy, and psychological IPV, and (b) the mediating roles of cognitive jealousy and emotional jealousy on the association between bisexual myths and psychological IPV. A sample of 230 bi+ individuals from Türkiye completed the Bisexual Myths Scale, Multidimensional Jealousy Scale, and Multidimensional Measure of Emotional Abuse Short Form. Gender, participants' sexual orientation, and the partner's sexual orientation were not found to be associated with the main variables of the study. Bisexual myths exhibit a positive correlation with psychological IPV (Hypothesis 1), as well as with cognitive jealousy (Hypothesis 2) and emotional jealousy (Hypothesis 3). Additionally, emotional jealousy (Hypothesis 4) and cognitive jealousy (Hypothesis 5) demonstrate positive correlations with psychological IPV. Ultimately, emotional jealousy (Hypothesis 6) and cognitive jealousy (Hypothesis 7) act as mediators in linking bisexual myths to psychological IPV. The results of mediation analyses revealed that regardless of gender, sexual orientation, and partner's sexual orientation of bi+ individuals, believing more in bisexual myths and being more jealous might increase the likelihood of higher psychological IPV perpetration.

**Keywords:** bisexual myths, bisexual jealousy, psychological intimate partner violence perpetration, intersectionality

# **Reading Between Lines in the International Baccalaureate Middle Years Program: Do Students Show the Outcomes of Primary Years Program in the Middle Years Program?**

Meryem Rana Gürbener, Mef University, Faculty of Education, [gurbenerm@mef.edu.tr](mailto:gurbenerm@mef.edu.tr)

## **Abstract**

The academic performance and adaptation of International Baccalaureate-continuum and non-IB-continuum students in the Middle Years Program is studied with special emphasis on English language classes. The purpose of this study is to discern the differences between the student groups, investigating their English proficiency and understanding of IB Learner Profile Attributes. By using qualitative methods, English teachers' observations are gathered to provide insights from IB classrooms and the school environment.

Findings indicate that teachers note differences in student groups' language proficiency, attributing higher skills to IB-continuum students thanks to their Primary Years Program experience. It is also noted that teachers report better familiarity with and internalization of IB Learner Profile Attributes for IB-continuum students. They observe that non-IB-continuum students face challenges in comprehending the IB Learner Profile, often viewing the Attributes as tasks rather than a part of their identity. Lastly, teachers report that both student groups need support during their adaptation process and highlight the importance of differentiating their content. They also note that peer learning and collaboration are helpful for students.

In conclusion, the findings show the nuanced dynamics of IB-continuum and non-IB-continuum students in MYP English classes. It stresses the role of English proficiency, the internalization of IB Learner Profile Attributes and the need for individualized support mechanisms. It further indicates insights for educators and future researchers within the IB Framework.

**Keywords:** Differentiation, Middle Years Program, IB Learner Profile, Primary Years Program

# **Exploring Teachers' Perceptions of Authentic Materials in English as a Foreign Language Classrooms: A Qualitative Study**

**Yeliz ÖZER**

**Muhammed Baran ERGAT**

English Language Teaching Student, Mef University, Faculty of Education, [ozery@mef.edu.tr](mailto:ozery@mef.edu.tr)

English Language Teaching Student, Mef University, Faculty of Education, [ergatm@mef.edu.tr](mailto:ergatm@mef.edu.tr)

## **Abstract**

The main purpose of this study is to examine Teachers' Perceptions of Using Authentic Materials in English as a Foreign Language Classrooms. Through a combination of classroom observations and open-ended questionnaires, the research aims to investigate the strategies used by teachers in integrating authentic resources and their views towards their use. In this study, thematic analysis was utilized to identify and examine common themes and patterns in the information gathered from open-ended questionnaires and classroom observations. The themes found highlight how crucial it is to properly plan the integration of authentic resources in order to ensure alignment with both the needs of the students and the instructional objectives. Consequently, by also addressing practical concerns, the research results provided practical strategies to enhance educators' awareness of the selection and use of authentic resources to foster more engaging classroom environments.

**Keywords:** Teachers' perceptions, Authentic materials, Instructional strategies, EFL classrooms.

# **The Relationship of Family Harmony, and Living in the Family Home with Identity Formation of Turkish Young Adults and Late Adolescents**

**Buse Asna**

MEF University, Faculty of Education, asnab@mef.edu.tr

## **Abstract**

Identity development is an important phase, especially in late adolescence and early adulthood. Therefore, it has been extensively studied and discussed in the field of developmental psychology. Many studies have been carried out in this area, especially by Erikson and Marcia. According to Schwartz et al. (2016), identity confusion plays an important role in the relationship between family functioning and adolescent behavior problems. For this reason, it is important to examine the identity development of adolescents and impressive resources, Family and related contexts are the factors that most closely affect identity development. Therefore, current research aims to measure the relationship between family and related contexts such as family harmony in the identity formation of late adolescents and early adults. In addition, depending on the context in which the research is conducted, whether the participants live with their families is also examined in relation to these relationships.

**Keywords:** Identity development, Family adjustment, Late adolescents, Young adults.

# **Effect of Perceived Parental Attitudes on Self-Efficacy and Subjective Well-Being of**

**University Students**

**Meltem Karademir**

**Instructor: Vincent Sienkiewicz, Psy.D.**

*Department of Guidance and Psychological Counseling, MEF University,*

*karademirm@mef.edu.tr*

## **Abstract**

Individuals attending university are likely to experience difficulties such as personal and emotional problems, psychological and somatic distress, anxiety, depression, and low self-esteem (Gerdes & Mallinckrod, 1994). While individuals navigating these difficulties, high self-efficacy and subjective well-being are helpful in overcoming the problems encountered in this period. Many factors affect these two important components, including the attitudes of the individual's parents throughout their upbringing. The aim of this study is to see the effect of perceived parental attitudes (i.e., Democratic, Authoritarian, and Protective) on the self-efficacy and subjective well-being of university students in Turkey. The General Self-Efficacy Scale-Turkish Form (Yıldırım & İlhan, 2010), Parental Attitude Scale (Kuzgun & Eldeleklioglu, 1999), and Subjective Well-Being Scale (Tuzgöl Dost, 2005) were used for data collection. The participants included 116 students from different universities in Turkey, aged above 18. The obtained data were analyzed via The jamovi (version 2.3) by using the Pearson Correlation Coefficient. We found that individuals who perceived their parents as democratic have higher scores in self-efficacy and subjective well-being; individuals who perceived their parents as authoritarian have lower scores in self-efficacy and subjective well-being; individuals who perceived their parents as protective have lower scores in subjective well-being, besides, participants who perceived their mothers as protective have lower scores in self-efficacy, however, there is no relation found between protective father attitude and self-efficacy.

**Keywords:** parental attitudes, subjective well-being, self-efficacy

# **Differences Between life satisfaction and psychological well-being between early married women and men and single women and men**

**Esra Yıldız**

**Instructor: Vincent Sienkiewicz, Psy. D.**

Department of Guidance and Psychological Counseling, MEF University, yildizes@mef.edu.tr

## **Abstract**

The worldwide age limit for early marriage is 18. This study compares the psychological well-being and life satisfaction of women and men married early and the differences between psychological well-being and life satisfaction of singles. Aim of this research current quality of life and psychological well-being of individuals who married at an early age and were single and how the effects of their socioeconomic status, educational status, career life and gender of individuals on these two situations. As a result of the research, we aim to see whether women and men who get married early or women and men who are single have a higher quality of life and psychological well-being. The participants included 105 people consisting of early married women-men and single women-men in Turkey aged above 18. Analysis of data has been carried out via The Jamovi (version 2.4) by using Pearson Correlation Coefficient, Independent Samples T-test and One-Way ANOVA. We found there is a positive and significant relationship between age at marriages and psychological well-being, and a significant relationship between self-satisfaction and psychological well-being, but there is no positive significant relationship between age at marriage and life-satisfaction. On the other hand, we found there is a significant relationship between life-satisfaction and gender. We analyzed from results that a person's marital status does not affect a person's psychological well-being. So we couldn't find any significant relationship between marital status and psychological well-being. We used "Attitude Scale Towards Early Marriage" (ATEMS) developed by Aygen Çakmak, Müzeyyen Özhavzalı, Hande Şahin, Yurdagül Erdem (2020), "Adult Life Satisfaction Scale" (YYDÖ). The scale was developed by İlker Kaba, Murat Erol and Kadir Güç (2017) and the psychological well-being scale (PİÖÖ) adapted to Turkish by Telef (2013).

**Keywords:** *early marriage, life satisfaction, psychological well-being, single*

# **THE EFFECT OF GAME-BASED MATHEMATICS TEACHING ON 6TH GRADE STUDENTS' ATTITUDES AGAINST MATHEMATICS COURSE**

**MEF University**

**Gülçin KARA  
Senanur KÖROĞLU**

**Consultant**

**Dr. Bengi Birgili**

## **ABSTRACT**

In this study, the impact of using a game-based teaching method on students' attitudes towards mathematics in the topic of fractions in 6th grade middle school mathematics class was examined. The aim was to observe the effect of introducing students to a modern educational method that they were not accustomed to by moving away from traditional teaching. Additionally, it was observed that students' interest in lessons decreased and they struggled to adapt with the inclusion of online tools in education during the pandemic period. Game-based teaching is a method where students actively learn. Gamification aims to teach knowledge by making it concrete through experiential learning.

This research was conducted using a pre-test post-test control group quasi-experimental design. 80 students in the 6th grade level of a private school in the 2023-2024 academic year will participate in the study. The reason for selecting 6th grade students is that they were noticed to be more inclined towards game-based learning at this level. In the research, a total of 3 games were implemented related to the topic of fractions. The "Attitude Towards Mathematics Scale" developed by Önal (2013) will be used to evaluate students' attitudes. T-test and Mann-Whitney U test were used for data analysis. As a result, there is no significant difference between the pre-test and post-test attitude scores of the experimental group and the control group of students. Additionally, as a result of our study, we observed that students' attitudes towards mathematics course increased, albeit slightly, positively.

**Keywords:** Game, gamification, attitude, math

# **Preservice Elementary Mathematics Teachers' Understanding of Fraction Multiplication and Division Operations**

**Gölce Ekici**

MEF University Faculty of Education, [ekicig@mef.edu.tr](mailto:ekicig@mef.edu.tr)

## **Abstract**

Present study examined the growth in the understanding of multiplication and division in fractions among preservice elementary mathematics teachers (PSTs) who receive education targeting middle school students. Therefore, the purpose of this study was to examine the understanding of preservice elementary mathematics teachers regarding multiplication and division in fractions in accordance with their answers to questions conducted in February and June. It aims to analyze the growth in their levels of understanding based on these explanation and justification skills. There wasn't much research specifically focused on developing the understanding of fractions for preservice elementary mathematics teachers. However, it was emphasized in mathematics education that students' conceptual understanding of fractions needs to be developed. In order to achieve this, it is crucial for teachers to have a highly effective conceptual understanding of fractions themselves. Therefore, the significance of the study was to determine how the conceptual understanding of preservice elementary mathematics teachers changes in the context of multiplication and division of fractions. In February 2022, a pre-test was administered to third and fourth-grade students (33 females) at a foundation university. In June, a post-test was conducted (25 females). It has been found that preservice elementary mathematics teachers demonstrate less conceptual understanding of division with fractions compared to multiplication with fractions. It has been found that there is less conceptual explanation in the responses of preservice elementary mathematics teachers in questions involving relational understanding.

**Keywords:** Preservice Elementary Mathematics Teachers, Understanding of Fraction Multiplication, Understanding of Division Operations

## **The Effect of Attachment Styles to Parents on Romantic Relationships with Partners**

**Şevval Şahin**

Mef University, Faculty of Education, [sahinseli@mef.edu.tr](mailto:sahinseli@mef.edu.tr)

This research examines how individuals' attachment to their parents affects their current romantic relationships with their partners. Attachment is an interpersonal emotional bond. Attachment theory focuses on the relationship and bond between parent and child (Cherry, 2023). The study aims to measure an individual's attachment to their parents based on Bowlby's attachment theory. According to Bowlby(1969), there are 4 attachment styles: secure attachment, anxious-avoidant attachment, anxious-resistant attachment, and disorganized attachment (Ackerman, 2018). The study includes quantitative questionnaires. We will reach the effect of people's attachment to their parents on their romantic relationships with their partners by examining their relationship satisfaction. Hendrick (1988) defines relationship satisfaction as 'the measurement of a person's feelings and thoughts about their marriage or similar close relationship'. This research has three hypotheses. People with secure attachments to their parents are expected to have higher satisfaction in their romantic relationships with their partners. Since there was no significant relationship between these variables ( $r = 0.164$ ,  $p = 0.103$ ), the hypothesis gave a meaningless result. It is predicted that people with an anxious attachment style experience emotional attachment conflict in their romantic relationships with their partners. Likewise, since there was no significant relationship between these two variables ( $r = -0.151$ ,  $p = 0.067$ ), this hypothesis also gave a meaningless result. It is indicated that avoidant attachment individuals tend to conflict and distance themselves in their romantic relationships with their partners. Since there is a significant relationship between these two variables ( $r=0.587$ ,  $p<.001$ ), this hypothesis was confirmed. The study will apply to adults currently in romantic relationships. Experiences in Close Relationships Scale-II will use to measure the bond established with parents. The Perceived Relationship Quality Components Inventory will be used to measure romantic relationship satisfaction. Data were collected through an online survey.

**Keywords:** Attachment Styles, Romantic Relationships, Relationship Satisfaction

## **The Relationship Between Exam Stress and Sleep Quality in High School Adolescents**

**İlknur Buğrı Sözübir**

**Student, MEF University, Faculty of Education, sozubiri@mef.edu.tr**

### **ABSTRACT**

*The aim of the study is to measure the relationship between exam stress and sleep quality in high school children. In this study, it will be examined whether exam stress experienced in high school children differs according to gender. (1) In this study, it will be examined that the ratio of exam stress to sleep quality for students in the first year of high school sleep better than students at the end of high school. (2) Also, the sleep quality of students with a higher grade point average will be examined compared to students with a lower grade point average. (3) Participants will be between the ages of 14 and 17. The participant's data is collected through Google forms. In this study, it was aimed to reach approximately 134 participants. Cluster sampling method will be used in the selection of the participants in this study. This study is a relational study and it is expected to explain how much the situation between exam stress and sleep quality is related. In this study, Demographic Information Form, Pittsburg Sleep Quality Index(PSQI) and Exam Anxiety Inventory(EAI) will be used. According to the findings of our study measuring the relationship between exam stress and sleep quality in high school age, no statistically significant difference was found between classes. This showed us that there was no difference between exam stress and sleep quality between 9th and 12th grades. Looking at the results, there was no significant relationship between academic success and exam stress and sleep quality. In addition, in terms of exam stress, it was observed that female participants had higher exam stress than male participants. In addition, when looking at sleep quality on a gender basis, no statistically significant difference was found.*

**Keywords:** *sleep quality, exam stress, adolescence, test anxiety, high school*

# **The Relationship of Social Media Addiction with Eating Disorders, Body Image, and Depression**

**Çimen Karaslan**

*Department of Psychological Counseling and Guidance, MEF University Faculty of Education,*

*karaslanc@mef.edu.tr*

## **Abstract**

The aim of the study is to examine the relationship between social media addiction and eating disorders, body image, and depression. Nowadays, social media usage is increasing day by day. Uncontrolled and excessive use of social media leads to the development of social media addiction. In this study, it is assumed that among university students aged 18-30, (1) social media addiction will be negatively related to body satisfaction (2) social media addiction will be positively related to depression (3) social media addiction will be positively related to eating disorders. Participants participated in this study via Google Forms and were selected by a convenient sampling method from university students living in Turkey. In this study, which included two hundred twenty-five participants, the Demographic Information Form, Eating Disorder Examination Questionnaire (EDE-Q), Beck Depression Inventory-II (BDE-II), Bergen Social Media Addiction Scale (BSMAS), and Body Appreciation Scale (BAS) were applied to the participants, respectively. As a result of the correlation analysis, a correlation was found between social media addiction and body satisfaction,  $r = -.308$   $p < .001$ . Social media addiction is negatively and moderately correlated with body satisfaction. I found a correlation between social media addiction and depression,  $r = .158$ , and  $p = .018$ . Social media addiction is positively but weakly correlated with depression. The correlation between social media addiction and eating disorders was found to be  $r = .347$  and  $p < .001$ . Social media addiction is positively and moderately correlated with eating disorders.

**Keywords:** Social media addiction, eating disorders, body image, depression, university students.

## **The Relationships among Marital Quality, Children's Emotional Security and**

### **Adjustment: The Perspective of Emerging Adults**

**Çağla Öztürk**

Department of Education, MEF University

Assoc. Dr. Gökçe Kurt

#### **Abstract**

In the study, the effect of marital quality on children's emotional security and adjustment problems were investigated. Unlike previous studies, the effect of marital conflict on children's emotional safety and adjustment examined from the perspective of emerging adults. Participants of the study consisted of 116 people between the ages of 18-25. The Children's Perception of Interparental Conflict Scale (CPIC), which consists of 48 items and is designed to measure the effects of marital conflict on child adjustment and emotional security was given to the participants. Based on the answers given by the participants to the scale, the relationship between the quality of marriage and children's emotional security and adjustment were evaluated. It was hypothesized that interparental conflict has negative effects on emotional security and adjustment processes in emerging adulthood. I was hoped that our study influences future studies of emerging adults with emotional security and adjustment problems.

**Keywords:** marital quality, marital conflict, emotional security, adjustment problems, emerging adults.

## **Excessive SNS Use & Addiction on DT Traits and Self-esteem**

**E. Duygu Temizel**

*MEF University Faculty of Education, temizele@mef.edu.tr*

### **Abstract**

Social Networking Sites (SNSs) such as Twitter, Facebook, Instagram, TikTok, and other platforms that allow user-generated content have become prevalent among young adults, enabling a wide range of behaviors online. While SNS usage can have several advantages, it also carries the potential for problematic patterns of use. This study aims to examine the relationship between excessive usage of social networking sites (SNSs) and addiction, with Dark Triad (DT) personality traits (Machiavellianism, psychopathy, and narcissism) and self-esteem. To investigate these relationships, a questionnaire was administered, including measures such as the Rosenberg's Self-Esteem Scale (RSES), the Dark Triad Dirty Dozen Scale, and the Bergen Facebook Addiction Scale. Statistical analyses were conducted using IBM SPSS Statistics, employing descriptive measures, Pearson correlation, and independent t-tests. The sample comprised 107 participants, with 64 identified as female and 43 as male. The results showed strong positive correlations between excessive SNS use and addiction and each Dark Triad feature. Furthermore, a significant negative correlation was found between excessive SNS use, addiction, and self-esteem. Independent samples t-tests found no gender differences in SNS use and addiction, although males had greater levels of Machiavellianism and psychopathy than females. However, no significant gender differences were seen in narcissism. It should be noted that there are several limitations in this study that need to be considered when interpreting the results such as sample size constraints and the cross-sectional design. Future research should address these limitations to enhance our understanding of these complex relationships.

**Keywords:** Social Networking Sites (SNSs), Addiction, Dark Triads, Self-Esteem.

## **Music, Emotional Authenticity & Emotional Regulation**

**Eylül Su Güldal**

*Student, MEF University Faculty of Education, guldale@mef.edu.tr*

### **Abstract**

Prior literature has given much emphasis on the influence of music on psychological well-being. The current study aimed to investigate specifically the relationship between music, emotional regulation, and emotional authenticity among late adolescents in Turkey. Participants were a total of 152 late adolescent participants, 88 females, 61 males, and 3 unspecified participants. The study used the Emotional Authenticity Scale, Influence from Music Scale, and Emotion Regulation Questionnaire (ERQ) instruments for data collection. The data was collected through Google Forms and the target population was reached through social media platforms. Every possible correlational relationship between music, emotional regulation, and emotional authenticity was analyzed with SPSS. The results of the correlational analysis revealed a statistically insignificant positive correlation between the influence from music and emotional regulation scores. Moreover, further findings from the analysis indicated a statistically insignificant positive correlation between emotional authenticity and the influence from music scores. However, other findings from the analysis showed a statistically significant negative correlation between emotional authenticity and emotional regulation scores. Thus, this finding showed that when the level of emotional authenticity decreases, the level of emotional regulation will increase. In other words, individuals who strongly regulate their emotions could struggle with exhibiting and expressing their felt emotions to others. As a result, only one out of three hypotheses of the current study was verified.

**Keywords:** Music, emotional regulation, emotional authenticity

# **The Personality Traits of English Language Teachers on Their Classroom Management Strategies and Students' Behavior**

**Yağmur SÜBÜTAY**

**Lara ABLAYOĞLU**

Sübütay, MEF University, Department of English Language Teaching, Faculty of

Education, [subutayy@mef.edu.tr](mailto:subutayy@mef.edu.tr)

Ablayoğlu, MEF University, Department of English Language Teaching, Faculty of

Education, [ablayoglul@mef.edu.tr](mailto:ablayoglul@mef.edu.tr)

## **Abstract**

Our research was designed to find the correlations between how instructors' personality traits impact their classroom management strategies, shaping students' behaviors. As teachers have a big effect on the students' learning process through their skills, their personality traits can indicate how their classroom management strategies work. In regards to these, we found great correlations between their scores of each trait and preferences of actions by aligning observations and interviews with how learners responded in classrooms.

To get suitable data, the method of our research revolved around an exploratory case study that adopted a mixed method approach for comprehension of teachers' personality traits and their impact on their classroom management strategies with a focus on students' behavior in return. Through this objective, we conducted surveys and tests which were followed by semi-structured interviews with 10 English teachers and classroom observations of two of their classes each. In line with the purpose of our study, we provided findings about how teachers' personality traits in terms of the five traits that are consciousness, openness, agreeableness, neuroticism, and extraversion impact their classroom management strategies by administering Big Five personality tests with participant language teachers.

In conclusion, our findings indicated that there is a positive correlation between the personality traits of English language teachers and their classroom management strategies such as their understanding of establishing relationships, using praises and rewards, having clear goals and expectations, collaborating with peers and class, or hearing students' voices. Most students responded positively when they interacted with the lessons, their instructor, or even their friends using the techniques obtained by each teacher. As a significant finding, we discovered that aside from neuroticism, it came to light that the lower the teacher's score on personality trait dimensions, the more traditional the classroom environment became, with little integration of interaction patterns.

**Keywords:** Classroom Management, Personality Traits, Big Five, Student Behavior

## **Beliren Yetişkinlikte Günlük Video Oyunları Oynama Süresinin Bireylerin Saldırganlığına ve Problem Çözme Becerilerine Etkisi**

**Süeda Batur**

Psikolojik Danışmanlık ve Rehberlik Öğrencisi, Mef Üniversitesi, Eğitim Fakültesi, batur@me.edu.tr

### **Özet**

Bu çalışma, beliren yetişkinlik çağındaki bireylerin günlük oyun süreleri ile problem çözme becerileri ve saldırganlık düzeyleri arasındaki ilişkiyi incelemek amacıyla yapılmıştır. Katılımcılar 18 ila 29 yaşları arasındaki 200 beliren yetişkini kapsamaktadır. Üzerinde çalışılacak 3 hipotezin yer aldığı bu niceliksel araştırmaya başlamadan önce MEF Üniversitesi İnsan Araştırmaları Etik Kurulu onayı alındı. Google Forms aracılığıyla hazırlanan bu anket, Instagram, Tiktok ve Whatsapp gibi sosyal uygulamalar yardımıyla paylaşarak kolayda örnekleme yöntemiyle rastgele katılımcılara ulaşıldı. Anket içeriği olarak, Demografik Form; Levent Göller tarafından uyarlanan "Yetişkinler İçin Oyun Bağımlılığı Envanteri"; Andaç Demirtaş Madran tarafından uyarlanan "Saldırganlık Anketi"; ve Nail Şahin tarafından uyarlanan "Problem Çözme Envanteri" kullanıldı.

Çalışmanın (1) günlük video oyunu oynama süresinin saldırganlık üzerinde anlamlı bir etkisinin olmadığına, (2) günlük video oyunu oynama süresinin problem çözme becerisini anlamlı bir şekilde arttırdığına, (3) saldırganlık ve problem çözme arasında anlamlı bir negatif ilişkinin görülebileceğine dair 3 hipotezi vardı. Çalışmanın sonuçları ilk olarak, saldırganlık üzerinde anlamlı bir etkisinin olmadığını; ikinci olarak, problem çözme üzerinde olumlu bir etkisinin olduğunu ama anlamlı olmadığını; üçüncü olarak ise, saldırganlık ve problem çözme arasında beklenenin aksine negatif değil pozitif bir ilişki olduğunu ortaya çıkarmıştır. Sonuç olarak çalışmanın sonucunda sadece ilk hipotezin doğru olduğu bulunmuştur.

**Anahtar Kelimeler:** video oyunları; problem çözme, saldırganlık

# **Perceived Maternal Psychological Control and Empathy Levels Towards Victims in Peer Bullying**

**Meryem Sude Evren**

*MEF University, Faculty of Education, evrenm@mef.edu.tr*

## **Abstract**

The current study explored the relationship between empathy towards peer bullying victims and perceived maternal psychological control among Turkish adolescents, which is an understudied area in the Turkish sample. This study's primary hypothesis was participants who perceive more maternal psychological control demonstrate lower levels of empathy toward victims of peer bullying. The current study also hypothesized gender differences, such that male adolescents will display lower levels of empathy than females while females perceive more maternal psychological control. In addition, regarding age, older adolescents were expected to demonstrate higher levels of empathy toward victims of peer bullying. A total of 134 participants were recruited from different high school grades in Turkey. Participants completed demographic information and two questionnaires named "The Adaptation of Empathy towards Peer Bullying Victim Scale" and "The Adaptation of Psychological Control Scale-Youth Self Report". For data analyses, independent sample T-tests and correlational methods were used. Results revealed a negative relationship between perceived maternal disrespect and affective empathy levels. The study found no gender differences in empathy levels and perceived psychological control. Besides, age was found to be not related to empathy levels. Overall, this study enlightened the understanding of the relationship between perceived maternal psychological control and empathy towards peer bullying victims among Turkish adolescents.

**Keywords:** bullying, psychological control, empathy, victim, adolescent

# **Examination of Social Media Jealousy, Multidimensional Jealousy, and Retroactive Jealousy According to Gender in Emerging Adulthood**

**Author Hilal Saniye Uzunöz**

*MEF University Faculty of Education, uzunozhi@mef.edu.tr*

## **Abstract**

This article examined social media jealousy, multidimensional jealousy, and retroactive jealousy in romantic relationships during emerging adulthood according to gender. This study aimed to examine how jealousy types and all their sub-dimensions differ according to gender. There are not many studies in the literature examining social media jealousy attitudes according to gender, and this research shows the necessity of this. When looking at past studies, it has been understood that they generally focused on the emotional dimension of jealousy. The study also delved into gender-specific cognitive and behavioral aspects of jealousy. The study examined social media jealousy and multidimensional jealousy, as well as the unique challenges posed by the partners' past relationships, and highlights the threat this can pose to current relationships. Retroactive jealousy is an emotion that sees the partner's previous relationships as a threat and can be defined as feelings of jealousy regarding the partner's past relationships and events that occurred within the relationship. On the other hand, there are very few studies in the literature examining retroactive jealousy in terms of gender. The dependent variables of the study were social media jealousy, multidimensional jealousy, and retroactive jealousy, and the independent variable was gender. Eight research questions were put forward for this research. Emerging adults who were in or had been in romantic relationships in the past were included in the study. The Multidimensional Jealousy Scale, Retroactive Jealousy Scale, and Social Media Jealousy in Romantic Relationships Scale were used to measure reactions to jealousy. Data were collected through an online survey. Comparative study was used as the research design and descriptive statistics were run. This research offers new perspectives on understanding the gender-based dimensions of jealousy in romantic relationships and developing a better understanding.

**Keywords:** social media, romantic relationships, jealousy, gender differences

# **Investigation of Gender, Bullying and Body Image Relationships in Adolescents**

**Author Elif Yaren Veziroğlu**

*MEF University Faculty of Education, veziroglue@mef.edu.tr*

## **Abstract**

This research aims to examine the relationship between gender, bullying, and body image in adolescents. Dimensions of Body Image: The body Image Scale and Peer Bullying Scale were used in the research. The research sample includes 111 participants from Istanbul and Giresun provinces. According to demographic analysis, the majority of the participants are female high school students between the ages of 15-17. Cronbach's alpha coefficients of the scales used in the study were above 0.70, indicating that they were good and valid in measuring the relationship between participants' body image and bullying experiences. The research questions in the study include investigating the frequencies of age and gender within the sample and examining the relationships between gender, Body Image, and Bullying. Data on the relationship between gender and body image in the study showed that male participants had higher positive body image scores. It showed that female participants had higher negative body image scores, meaning they had more negative body image attitudes. These results may provide a framework for the impact of gender norms on body image. The data in the study regarding the relationship between bullying and body image revealed that adolescents with positive body image were less prone to bullying behavior. Again, when looking at the relationship between gender and bullying, it is seen that males have higher bullying scores than females. The research points to the importance of gender norms and social expectations in understanding adolescents' body image attitudes and bullying behaviors.

**Keywords:** adolescents, body image, bullying, gender

# **An Examination of EFL Teachers' and Learners' English Grammar Perception Alignments in Turkish EFL Settings**

**Melissa Tomris Canlı**

**Zeynep Eylül Elik**

*Undergraduate Student, MEF University, Faculty of Education,*

*[canlim@mef.edu.tr](mailto:canlim@mef.edu.tr) Undergraduate Student, MEF University, Faculty of*

*Education, [elikze@mef.edu.tr](mailto:elikze@mef.edu.tr)* **Abstract**

Grammar, being one of the most discussed topics in the field of language teaching, can be perceived differently from teachers' and students' eyes. In the Turkish EFL context, the learners' perceptions towards grammar and how they align with their EFL teachers' perceptions is still an area that requires further research. In order to investigate how the two perceptions overlap with each other, having data on teachers' and students' grammar perceptions and analyzing the alignments that exist within them both is a necessary procedure to be followed. The research followed a set of steps to achieve its mentioned aim, by conducting an anonymous 5-point Likert Scale survey with participant students in 7th grade level in the middle-school bracket to have a better view of their perceptions towards English grammar through investigating six different concepts related to grammar being: accuracy, complexity, informality, formality, explicitness, implicitness. Following up, the attending English teachers of the classes that participated in the study have taken a similar scale survey which is designed in correspondence with the students' questions. Then, an analysis was done by a descriptive statistical analysis, comparing the mean, the median, and the mode with the students' respective teacher's corresponding response for each item, with a consideration of the standard deviation and density histogram for each item's response. The data gathered from the descriptive statistical analysis revealed that, besides a plausible alignment for the concept of "accuracy", the perceptions showed significant variations, signaling there are multiple factors to consider besides the attending English teachers' perceptions when investigating student perceptions towards grammar.

**Keywords:** EFL, grammar learning, student perceptions, teacher perceptions

## **The Associations between Cognitive Avoidance, Self-Control Self-Management**

## **Skills, and Attitudes Towards Seeking Psychological Help among Emerging Adults**

**Elif Sena Coşgun**

*Student, MEF University Faculty of Education, [cosgune@mef.edu.tr](mailto:cosgune@mef.edu.tr)*

### **Abstract**

This study examines the relationships between cognitive avoidance, self-control, self-management, and attitudes toward seeking psychological help. Cognitive avoidance refers to the tendency to avoid or suppress disturbing thoughts or feelings. Self-control self-management refers to the ability to effectively regulate one's behavior and emotions. This study aims to determine how these factors are associated with individuals' attitudes toward seeking psychological help. In the study, it was hypothesized that individuals with higher self-control and self-management would practice less cognitive avoidance (1), individuals with higher cognitive avoidance levels would have lesser negative attitudes toward seeking psychological help (2), and individuals with higher self-control and self-management skills would have more positive attitudes toward seeking help (3). Data were collected through Google Forms from participants aged 18-30, and participants were selected using the convenience sampling method. Two hundred and eleven participants (184 female, 25 male, and two non-binary) participated in the study. The Cognitive Avoidance Scale (CAS), Self-control and Self-management Scale (SCMS), and Attitudes Toward Seeking Professional Psychological Help: A Shortened Form (ATSPPH) were used in the study. A significant negative relationship was found between the sub-factors of the Cognitive Avoidance and Self-control Self-management scales. No significant relationship was found between participants' cognitive avoidance scores and individuals' attitude scores toward seeking professional psychological help. A negative correlation was observed between the sub-factors of the self-control self-management scale and attitudes toward seeking psychological help.

**Keywords:** cognitive avoidance, self-control, self-management, seeking psychological help

## **The Relationship between University Students Social Media Use and Academic Procrastination Behaviors and Some Demographic Variables**

## **Ece Duygun**

Department of Psychological Counseling and Guidance, Faculty of Education, MEF University,

[duygune@mef.edu.tr](mailto:duygune@mef.edu.tr)

### **Abstract**

The aim of this study is to examine the relationship between university students' social media use and academic procrastination behaviors. With the increasing popularity of social media, individuals devote a significant part of their time to these platforms. However, excessive use of social media can lead to the development of social media addiction, which poses potential risks. Characterized by delays and inefficiency in performing academic tasks, academic procrastination is a common problem among college students. In conclusion, it is very important to investigate this relationship, especially considering the vulnerability of university students as one of the most at-risk groups. In this relational study, it is assumed that more social media use among university students will be associated with an increase in academic procrastination (1) and that increased social media use will negatively affect the academic performance of university students (2). In addition, it is assumed that social media addiction will mediate the relationship between social media use and academic procrastination (3). In addition, participants will be selected by simple random sampling method among university students living in Turkey using Google Forms. It is expected to reach 70 female and 70 male participants in this study. This research aims to contribute to the existing knowledge by shedding light on the relationship between university students' social media use and academic procrastination behaviors.

**Keywords:** social media use, academic procrastination, social media addiction, university students, academic performance.

**Link Between Women's Relationships With Their Fathers And How It Affects Their  
Decision-Making Process When Seeking Potential Partners.**

**Author Nezaket Akbulut**

*MEF University Faculty of Education, akbulutne@mef.edu.tr*

### **Abstract**

This study's primary aim is to explore the link between women's relationships with their fathers and how it affects their decision-making process when seeking potential partners. Another aim of this study is to prove that women are looking for partners similar to their fathers. Previous research efforts persistently showed that there was indeed a substantial connection between how individuals perceive certain traits within themselves vs. what they attribute to those same traits about what they see in their parents - particularly when evaluating potential partners. Earlier studies have even found noteworthy correlations indicating women who saw dominance in their fathers were more inclined towards pursuing men displaying such similar traits themselves as perceived by them. By conducting an in-depth analysis of this subject matter, the study aims to uncover recent changes or shifts in parental influence over partner selection. This information is crucial for better comprehending current relationship dynamics' intricacies and complexities. Diving into a broader range of parental attributes and their potential impact on partner preference further helps provide readers with a more comprehensive understanding of the evolving factors shaping individuals' romantic choices today. The results confirm that women are attracted to partners who resemble their fathers, whether consciously or unconsciously. The thorough statistical methodology used in the study strengthens the validity of these findings and lays the groundwork for additional research into the complex interactions between family influences and mate choice.

**Keywords:** partner selection, romantic choices, women, fathers

## **Relationship Between the Developmental Levels and Mathematics Anxiety of Children With and Without Pets**

## **Zeynep Biner**

Psikolojik Danışmanlık ve Rehberlik, Mef Üniversitesi, Eğitim Fakültesi, [binerz@mef.edu.tr](mailto:binerz@mef.edu.tr)

### **Özet**

An online survey was conducted using a convenience sampling method with 97 participants under the age of eighteen residing in Turkey. The purpose of this study is to determine whether there is a relationship between the presence of pets and the development and education of children. In the study, a questionnaire, which is one of the primary data collection methods, was used to collect data from children. In addition to demographic questions, a total of 38 questions related to the previously developed "Social-Emotional Moral Development Scale" (SDAGO) and "Mathematics Anxiety Scale" (MKO), whose validity and reliability were tested, were asked to the subjects, thus the study aims to explore findings suggesting that the presence of pets influences the moral development of children and to investigate whether there are concerns related to mathematics. Unlike other studies, the originality of the research differs from other studies in that it deals with the relationship between purchase intention and brand advocacy. Results of this research were, first, there is no significant difference or relationship between owning a pet and developmental levels or mathematics anxiety. Second, a child's developmental levels are connected to his/her age and mathematics grade point average while his/her mathematics anxiety is connected to his/her school and mathematics grade point average.

**Key Words:** Pets, Children, Development and Education, Math Anxiety

**Relationship between mathematics anxiety and mathematics teaching anxiety of pre-service teachers**

**Yıldız Yılmaz**

**Aleyna Özenç**

MEF University Faculty of Education, [yilmazyi@mef.edu.tr](mailto:yilmazyi@mef.edu.tr), [ozenca@mef.edu.tr](mailto:ozenca@mef.edu.tr)

**Abstract**

It is possible that pre-service mathematics teachers' thoughts about mathematics cause anxiety in their teaching students in their lives. If prospective teachers have negative experiences with mathematics, these experiences may cause anxiety in their future teaching careers.

Students can perceive whether their teachers like math and whether they are confident about math. If a teacher is worried about math, students may feel the same anxiety. Because of this anxiety, students may not have enough motivation to learn mathematics or they may believe that it is difficult for them to learn mathematics.

For this reason, it was necessary for pre-service mathematics teachers to be aware of their negative thoughts about mathematics and not to reflect these thoughts on their students, so they should receive education and do research on this subject. In addition, teacher candidates should be taught strategies that will make their students love mathematics and reduce students' math anxiety despite the difficulties of learning mathematics. The aim of the study was to examine the connection between pre-service teacher's mathematics anxiety and teaching anxiety arising from this anxiety

As a result of this study, our aim was a transformation from anxiety to success. A teacher candidate who has mathematics anxiety may encounter students who want to be teachers in the classes he teaches. In this case, it is not to let students experience the math anxiety that he thinks and feels.

**Keywords:** mathematics anxiety, mathematics teaching, pre-service teachers

**Self-Efficacy Levels among EFL Pre-Service Teachers and their Implications for Professional Development**

**Ecmel Yeşilyurt<sup>1</sup>**

## **Yağmur Yıldırım<sup>2</sup>**

*Ecmel Yeşilyurt, MEF University, Faculty of Education, [yesilyurte@mef.edu.tr](mailto:yesilyurte@mef.edu.tr)*

*Yağmur Yıldırım, MEF University, Faculty of Education, [yildirimya@mef.edu.tr](mailto:yildirimya@mef.edu.tr)*

### **Abstract**

The primary topic of our presentation is about the relationship between pre-service English as a Foreign Language (EFL) teachers' self-efficacy and specific variables, including age, gender, and grade level. We intend to present how these factors affect self-efficacy beliefs and how self-efficacy affects pre-service teachers' motivation, instructional decisions, and overall performance in the classroom. The recognition of the critical role self-efficacy plays in the development of effective teachers serves as the motivation behind this presentation. We can enhance teacher education programs and raise the standard of EFL instruction by better understanding the variables that influence pre-service EFL teachers' self-efficacy and how it affects several aspects of their teaching practice. Through a combination of qualitative inquiry and empirical research, our study aims to provide useful suggestions and strategies to improve teacher education programs. We will discuss the complex interactions between age, gender, grade level, and self-efficacy during the presentation, illuminating the particular difficulties experienced by aspiring EFL instructors in their early years. The findings of the study reveal the empowering influence of high self-efficacy on instructional decisions, encouraging teachers to try out new teaching strategies. The influence of self-efficacy on student outcomes and classroom performance is revealed through qualitative interviews. Notwithstanding their limitations, these findings support treatments that increase self-efficacy in the early phases of a person's career and have significant implications for teacher education programs. Our presentation will be on how to become a positive changemaker in pre-service EFL teachers' professional growth and preparation. Our study attempts to provide a thorough understanding of the opportunities and challenges faced by pre-service EFL teachers by revealing complex connections. Our presentation's main objective is to encourage insightful conversations and thoughtful ideas for enhancing EFL education, with the ultimate goal of raising student learning results.

**Keywords:** Self-efficacy, Motivation, Pre-service EFL teachers

**One Size Does Not Fit All: Investigating Pre-Service Teachers' Perspectives on Teaching**

**Using UDL**

**İlve İlter**

**Ceren Su Gümüş**

*Student, MEF University, Faculty of Education, [ilteri@mef.edu.tr](mailto:ilteri@mef.edu.tr)*

*Student, MEF University, Faculty of Education, [gumusc@med.edu.tr](mailto:gumusc@med.edu.tr)*

**Abstract**

Our research aims to reach conclusions about the benefits of UDL and the diversity of application environments according to the opinions and suggestions of pre-service teachers for better understanding the importance of UDL in education. This research investigates the effectiveness of Universal Design for Learning (UDL) by gathering insights from pre-service teachers using a mixed-method approach. Through surveys, we gathered perspectives of pre-service teachers via closed-ended (Yes/No) and open-ended questions and Likert scale questions. We also conducted an interview to reach more qualified answers from pre-service teachers. We aimed to understand the benefits and adaptability of UDL across diverse educational contexts, emphasizing its role in fostering inclusive learning environments. The findings reveal a significant preference among pre-service teachers for UDL methodologies over traditional approaches, indicating a positive attitude towards inclusive and student-centered practices in education. Pre-service teachers feel close to integrating UDL into their future classrooms, citing its flexibility and adaptability as motivating factors. This readiness to embrace UDL principles shows progress towards more equitable and effective teaching practices, not only in English Language Teaching (ELT) but also across broader educational settings. In general, the results of the research confirm that pre-service teachers have a positive and enthusiastic perspective towards UDL.

**Keywords:** Universal Design for Learning, pre-service teachers, inclusive teaching, student-centered approach

**The Relationships among Parent's Parenting Styles, Their Evaluations of Children's Success, and Some Demographic Variables**

## **Ceren Koçak**

Department of Psychological Counseling and Guidance, Faculty of Education, MEF University,

kocakc@mef.edu.tr

### **Abstract**

The aim of the study was to examine the relationship between the demographic variables, parenting styles and perceived academic and social success perceived by the mothers of 6-12-year-old children. Participants consisted of families of primary school children studying in a public school in Adana. Data was collected from parents via Google Forms. A total of 100 mothers participated in this study. The research questions were about participants' age, education level, income status, number of children, and academic and social achievement of children as evaluated by the mothers. There were two research questions in the study (1) What were the participants' lax, reactive, aggressive child-raising attitude scores? (2) Was there a significant relationship between these scores and other demographic variables and academic and social success expectations? All participants were mothers. According to the analysis results, it was determined that there was a positive relationship between academic success and social success evaluation, a positive relationship between behavioral attitude and reactive attitude, and a positive relationship between aggressive attitude and reactive attitude. No significant relationship was found between the mother's age and the child's academic success. No significant relationship was found between the mother's educational status and the number of children (siblings) at home with the applied parenting style.

**Key Words:** Parenting style, school achievement.

## **The Effect of Physical Order on Classroom Management**

Yusuf TEL

Mustafa Emre GÜLEDAĞI

Öğrenci MEF Üniversitesi Eğitim Fakültesi [tely@mef.edu.tr](mailto:tely@mef.edu.tr)

Öğrenci MEF Üniversitesi Eğitim Fakültesi [guledagim@mef.edu.tr](mailto:guledagim@mef.edu.tr)

### **Abstract**

This study aims to emphasize the importance of physical design in education and address the deficiencies in the physical layout of Turkish schools. While physical design is recognized as a crucial determinant of the overall development and success of students, the prevalent shortcomings in physical layout within Turkish schools are highlighted for their negative impact on student achievement and educational inequalities. In this context, the primary objective of the research is to create a roadmap for educators and school administrators to improve educational environments by identifying necessary steps.

Understanding the role of physical design in education unveils a significant factor not only in organizing physical spaces but also in influencing students' motivation, focus, and overall learning experiences. Addressing the deficiencies in physical layout in Turkish schools is vital for enabling students to learn more effectively and reducing educational inequalities.

These steps involve emphasizing the importance of physical design in education and organizing learning environments accordingly to reduce educational disparities. For instance, rearranging classrooms may provide students with more opportunities for interaction and collaboration. Additionally, enhancing classroom equipment and using visual elements can facilitate easier access to learning materials and understanding.

Understanding the effects of physical design and integrating them into successful teaching and learning strategies are critical steps toward progress in education. In this regard, it is essential for educators and school administrators to view physical spaces not just as structures but also as opportunities for learning and development.

In conclusion, it is expected that the importance of physical design in Turkish schools will be understood by a broader audience and the deficiencies in this area will be addressed, considering the findings by educators, school administrators, and policymakers. Changes made in this direction can contribute positively to the improvement of the education system and students' success. Learning in more supportive and interactive environments can help students fully realize their potential, thus nurturing more successful and content individuals.

**Keywords:** Physical design, educational environment, student achievement, educational inequalities

### **Teacher Burnout and Its Effects on Teaching**

**Elif Beste Akdeniz**

**Nursena Azak**

*MEF University Faculty of Education* [akdenize@mef.edu.tr](mailto:akdenize@mef.edu.tr)

*MEF University Faculty of Education* [azakn@mef.edu.tr](mailto:azakn@mef.edu.tr)

### **Abstract**

This research investigates the effects of burnouts on teachers that have worked in the education field for several years as it sometimes can get more likely for teachers to experience burnouts in later stages of their profession. When teachers experience burnout, it may lead to them feeling inadequate and ineffective which can result in a decrease in the quality of the education that students are receiving. As a result, teachers may experience problems such as inadequate material preparation, inefficiency in classroom management, increased criticism and complaints from students. In addition to feeling inadequate and ineffective in their professional lives, burnouts can also cause teachers to suffer from other problems such as feeling psychologically and physically inferior. The purpose of this study is to determine the symptoms and if any, the effects of teacher burnout. This study used a mixed method of research to investigate the effects of teacher burnout around state schools in K12 schools that are located in Turkey. The quantitative data was collected by a 10 question survey and 15 teachers participated. The findings indicated that most participants showed a positive attitude towards their teaching experience. Nevertheless, considering the limitations and the one-time collection of samples, classroom observations revealed that there may be indications of teacher burnout in some of the participants.

**Keywords:** burnout, teacher, education

**Digital Literacy Skills and Perceptions of In-service and Pre-service English Language Teachers in  
Turkey  
Selin Şahin**

**Elif Nil İnal**

Student, MEF University, Faculty of Education, sahinse@mef.edu.tr

Student, MEF University, Faculty of Education, inale@mef.edu.tr

### **Abstract**

The study delves into the significance of digital literacy for English Language Teachers (ELTs) in Turkey, recognising its pivotal role in enhancing teaching and learning experiences in an increasingly interconnected world. It aims to assess the digital literacy skills and perceptions of in-service and pre-service ELTs. The integration of technology into language education has become imperative for creating engaging learning environments, yet many teachers face barriers to effectively incorporating digital tools. These barriers hinder students' access to enriched language learning experiences, particularly impacting those from low socioeconomic backgrounds. Addressing these challenges requires targeted interventions, such as providing devices and internet access to needy students, offering comprehensive teacher training in digital literacy, and ensuring equitable access to high-quality digital resources. By bridging the digital literacy gap, schools can promote equal educational opportunities for all students, fostering academic achievement and future employability.

**Keywords:** SES, digital literacy, digital skills, Technology

## **The Learning Process Of University Students With Attention Problems In Language Classes**

**Author1 Pelin Küçük**

## **Author2 Zeynep Gazanker**

Student MEF University Faculty of Education, kucukp@mef.edu.tr

Student MEF University Faculty of Education, gazankerz@mef.edu.tr

### **Abstract**

This research adopts a descriptive research approach to investigate challenges faced by university foreign language students with attention problems and the strategies employed by instructors to address these issues. Through a comprehensive exploration of characteristics, behaviors, and relationships, we seek to gain a deeper understanding of the hurdles encountered by students and the interventions employed by educators to facilitate their learning. Data collection involves questionnaires and interviews with both university students and specialized instructors. Statistical analysis identifies prevalent issues faced by students, while thematic analysis uncovers recurring patterns in instructors' approaches. The study spans diverse educational environments, encompassing both public and private universities offering foreign language instruction. Two cohorts are established: university foreign language students with attention difficulties and instructors specializing in addressing the needs of such students. The participants represent various university levels, ensuring a broad spectrum of cultural, linguistic, and socioeconomic backgrounds. The analysis of interviews with teachers and questionnaires with students revealed valuable insights into their perceptions and strategies regarding the learning process of university students with attention problems in language classes. Five prominent themes emerged from the discussions, shedding light on various aspects of addressing attention challenges: Technology, Collaboration, Identifying Processes, Methods and Approaches, Interaction, and Student Interest. The findings underscore the multi-faceted nature of addressing attention problems in language classes, requiring a combination of technological integration, collaborative learning, proactive identification processes, diverse teaching methods, interactive strategies, and a focus on student interests. The insights offer valuable guidance for educators, policymakers, and researchers in developing more inclusive and effective language education practices for students with attention challenges.

**Keywords:** Attention problems, language classrooms, instructional approaches.

## **The Effects of Team Identification on the Psychological Well-Being of Individuals: An Investigation of Social Connections and Fan Behaviors**

## **Zeynep Sarihan**

Mef University, Faculty of Education, [sarihanz@mef.edu.tr](mailto:sarihanz@mef.edu.tr)

This study explores the effects of team identification on individuals' psychological well-being by focusing on social connections and fan behaviors. Team identification refers to the degree to which individuals identify with a particular sports team and feel a sense of belonging to it. The research examines how football team supporters' identities affect individuals' psychological well-being, including their social connections and behaviors as fans.

The study includes quantitative questionnaires. Quantitative questionnaires measure participants' levels of team identification, psychological well-being, and fan behavior. A study mentions that most academics agree that team identification is a concept of social identity (Tajfel & Turner, 1979). This means that individuals with strong team identification see the team they support and depend on as an important part of their social identity and life. We aim to provide information about team identification's effects on individuals' psychological well-being.

Hypothesis 1 suggests that individuals who think the team they support is performing well will have higher levels of psychological well-being. Hypothesis 1 is supported but its statistical significance is low.

Hypothesis 2 suggests that individuals who experience high levels of commitment to their favorite teams will have lower levels of psychological well-being than individuals who do not experience this commitment.

There is no relationship found that individuals who have a high level of commitment to their favorite teams have a lower level of psychological well-being. Therefore, hypothesis 2 was not supported.

The third and final hypothesis suggests that men experience higher levels of team identification than women. In this case, we found that men had a higher mean of experiencing team identification than women. The results have revealed that there is significant difference between gender groups in the team identification (loyalty\_toteam) such that women's team identification ( $M = 22.15$ ,  $SD = 7.99$ ) is significantly lower than men's team identification ( $M = 26.12$ ,  $SD = 7.91$ ),  $F(1, 103) = 5.557$ ,  $p = .020$ . We considered this as a finding suggesting that gender has an impact on team commitment.

**Keywords:** team identification, psychological well-being, social connections, fan behaviors

## **Partner Choice, Marriage Attitude and Perceived Parenting Styles Among Adolescents and Emerging Adults**

**Pınar Bayram**

*Student, MEF University, Faculty of Education, [bayp@mef.edu.tr](mailto:bayp@mef.edu.tr)*

### **Abstract**

Relationships are one of the most basic elements in an individual's life. These relationships are interconnected structures. An individual's relationship with his/her family affects his/her relationship with his/her boss in his/her working life, friendship relationship, relationship with animals, and partner relationship. Parenting styles existing in the family play a role in the individual's choice of partner and perspective on marriage. In this study, the relationship between the family life of adolescents and emerging adults and their choice of partner and marriage attitude is examined. The research population consists of adolescents and emerging adults. The sample of the research consisted of 103 individuals between the ages of 14 and 25. To measure the attitudes of parents as data collection tools: The Parenting Style Inventory developed by Steinberg et al., the Romance and Marriage Attitude Scale developed by Cobb et al., and the Marriage Attitude Scale developed by Braaten and Rosen. The importance of conducting this research for adolescents and emerging adults; is to ensure that adolescents' emotional enthusiasm is high, they have relationships that are quickly established and deteriorated, they are easily influenced, they cross the limits of their personality, and they avoid wrong relationships because they want to attract attention.

Considering the findings of the research, romance is one of the subscales of the mate selection inventory; While living together, alone, and only right, love is enough and idealization is higher in boys than in girls, lack of effort, opposites and complete trust are lower in girls than in girls. When we look at the marriage attitude, it is concluded that the marriage attitude of boys is lower than the marriage attitude of girls. As a result of these data, we see that men view marriage more positively than romantic relationships.

As a result, while the study on parents' attitudes towards marriage concluded that individuals whose parents are disciplined and authoritarian have a negative approach to marriage; We see that individuals with psychological autonomy have a positive approach to marriage. It was determined that this result supports our hypothesis that parents' attitudes have negative effects on their perspective on marriage.

**Keywords:** Adolescents, Emerging Adults, Relationship, Parenting Styles

### **EFL Teachers' Approach to Vocabulary Pedagogy in Young Learners' Classrooms**

**Elif ULAKÇI<sup>1</sup>**

**Rümeysa OYMAN<sup>2</sup>**

*<sup>1</sup>Student, MEF University Faculty of Education, [ulakcie@mef.edu.tr](mailto:ulakcie@mef.edu.tr)*

<sup>2</sup>*Student, MEF University Faculty of Education, [oymanr@mef.edu.tr](mailto:oymanr@mef.edu.tr)*

### **Abstract**

This qualitative study delves into English Language Teachers' approaches to vocabulary pedagogy in young learners' classrooms. The aim is to illuminate effective methods through the perspectives of 26 survey respondents and 10 interviewees, all English teachers in public schools in Istanbul. The research design focuses on describing actual teaching scenarios, emphasizing qualitative information over numerical data. Surveys and interviews were conducted, with questionnaires distributed online to explore vocabulary teaching methods. The majority of the 36 participating teachers expressed consistent beliefs in the efficacy of various teaching strategies. Data analysis revealed that, particularly for young learners, games emerged as the most effective method according to teacher consensus. Additional impactful strategies include the use of visuals, activities, flashcards, vocabulary quizzes, reading passages, and both implicit and explicit vocabulary teaching. Teachers allocating dedicated lesson time and crafting specialized activities for vocabulary instruction actively participated in the study. These findings contribute to the existing body of knowledge on vocabulary instruction and offer practical insights for language pedagogy practices, emphasizing the importance of adaptability to students' learning styles.

**Keywords:** vocabulary pedagogy, young learners, English language teachers, teaching methods.

## **A Comparison of Native and Non-Native EFL Teachers' Vocabulary Teaching Beliefs and Practices in Primary Schools**

**İrem İlayda PALABIYIK**

**Aybüke İPEK**

Senior Student, MEF University, Faculty of Education,

[palabiyiki@mef.edu.tr](mailto:palabiyiki@mef.edu.tr) Senior Student, MEF University, Faculty of

Education, [ipeka@mef.edu.tr](mailto:ipeka@mef.edu.tr)

### **Abstract**

This study explores the vocabulary teaching beliefs and practices of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in primary schools in Turkey. Utilizing a qualitative research design, the study involved observations and interviews with five NESTs and five NNESTs. Findings indicate that both groups employ a variety of teaching strategies, including the use of flashcards, real-life examples, and technology. NESTs tended to focus more on creating real-life scenarios for vocabulary learning, while NNESTs emphasized structured teaching and the use of visual aids. The study highlights the importance of considering both native and non-native perspectives in vocabulary teaching to enhance student learning experiences.

**Keywords:** vocabulary teaching practices, native English-speaking teachers, non-native English-speaking teachers, primary education

### **Investigating the Impact of English Language Learning on the Motivation and Engagement of High School Learners**

**Gökçe Gencer<sup>1</sup>**

**Ayça Nur Arslan<sup>2</sup>**

<sup>1</sup>Student, Mef University English Language Teaching, Faculty of Education, [gencerg@mef.edu.tr](mailto:gencerg@mef.edu.tr)

<sup>2</sup>Student, Mef University English Language Teaching, Faculty of Education, [arslanay@mef.edu.tr](mailto:arslanay@mef.edu.tr)

**Abstract:**

English has evolved into a global lingua franca, emphasizing the significance of understanding the motivational dynamics shaping language learning among high school students. This thesis delves into the intricate interplay between English language acquisition, learner motivation, and engagement in high school settings.

In response to the escalating need for effective English language teaching, this study examines the motivational factors influencing students' participation, interest, and desire to learn. Drawing upon a blended research design, the investigation employs a quasi-experimental approach, contrasting conventional instruction with innovative, collaborative methods. The aim is to decipher how motivation impacts students' English language proficiency and identify strategies to bolster motivation in high school language learning environments.

Data collection encompasses both qualitative and quantitative methodologies. In-depth interviews with experienced English educators shed light on their perspectives, intentions, and strategies in facilitating language learning. Concurrently, surveys administered to high school students capture insights into their motivations, proficiency levels, and satisfaction with instructional methods.

Findings illuminate a spectrum of motivations driving English language acquisition among high school learners, ranging from educational and professional aspirations to cultural connections and intrinsic enjoyment. Engaging activities and real-world contexts emerge as catalysts for enhancing student motivation, while impediments such as limited exposure and uninspiring classroom experiences dampen enthusiasm.

Central to the study's conclusions is the pivotal role of educators in cultivating motivation and fostering an engaging learning atmosphere. Recommendations underscore the importance of dynamic teaching methods, personalized instruction tailored to individual needs, and the integration of technology to sustain motivation over time.

In essence, by comprehending and addressing the multifaceted aspects of motivation and engagement in English language learning, educators can cultivate a vibrant, enriching learning environment for high school students, thereby facilitating their language acquisition journey.

**Keywords:** English language learning, motivation, engagement, high school learners

**Comparing the Textbook Adaptation Processes of Novice and Experienced EFL Teachers in Primary School Context**

**Seray KOYUNCUOĞLU**

**Serenay KOYUNCUOĞLU**

*Senior Student, MEF University, Faculty of Education, [koyuncogluse@mef.edu.tr](mailto:koyuncogluse@mef.edu.tr)*

*Senior Student, MEF University, Faculty of Education, [koyuncuoglus@mef.edu.tr](mailto:koyuncuoglus@mef.edu.tr)*

### **Abstract**

The main purpose of this study is to develop an understanding of the differences between what novice teachers and experienced teachers do to adapt the textbooks in English language lessons and examine why novice teachers and experienced teachers adapt the textbooks at the primary level in EFL classrooms. The qualitative research is designed as a descriptive case study with the aim of developing an understanding of the differences between what novice teachers and experienced teachers do to adapt textbooks to English language lessons. This study is descriptive and exploratory because it employs observations, semi-structured interviews, and document analysis as data collection methods. This research is a case study as it focuses on a comprehensive account of the material adaptation processes of novice and experienced EFL teachers in a particular school. Data were collected mainly through field notes and observation, semi-structured interviews, and document analysis for this qualitative study. The findings of this study indicate that all teachers give importance to using coursebooks and adapting them for their lessons and students. However, it is concluded that the novice teachers' beliefs about adapting coursebooks are not aligned with their practices in the classroom. Although they believe that the material adaptation is an important key in language teaching, they do not prefer to use adaptation techniques for their coursebooks. On the contrary, according to the findings, there is a positive correlation between experienced English teachers' beliefs and classroom practices. Those teachers who are experienced in ELT and connected to their lessons and students have a bent for using material adaptation techniques in their lessons.

**Keywords:** Coursebook, material adaptation, novice and experienced teachers

## **Biyomimikri Temelli STEM Uygulamalarında Ortaokul Öğrencilerinin Ürün**

### **Tasarımlarının ve Süreç Algılarının İncelenmesi**

Cansel HOCAOĞLU<sup>1</sup>

Prof. Dr. Eylem BAYIR<sup>2</sup>

<sup>1</sup>Trakya Üniversitesi Fen Bilimleri Enstitüsü Matematik ve Fen Bilimleri Eğitimi Yüksek Lisans Programı,

[cansel.hodzha@gmail.com](mailto:cansel.hodzha@gmail.com)

<sup>2</sup>Trakya Üniversitesi Eğitim Fakültesi Matematik ve Fen Bilimleri Eğitimi Bölümü Fen Bilgisi Eğitimi Anabilim

Dalı, [eylembayir@trakya.edu.tr](mailto:eylembayir@trakya.edu.tr)

## Özet

Tüketim anlayışının elimizdeki kaynaklar sınırsızmışçasına sürmesinin ardından günümüzde bireyler, çağın bir gerekliliği olarak günlük hayatta karşılaşılan pek çok probleme sürdürülebilir, doğa dostu ve inovatif çözüm yolları aramaya başlamıştır. İnsanların doğayla uyum içerisinde yaşaması ve gerçekleştirilen eylemlerde doğanın tükenmemesi adına faaliyetlerde bulunması Avrupa Yeşil Mutabakatı gibi pek çok anlaşmanın eylem planları çerçevesinde ele alınarak günümüz ve gelecek adına önemi üzerine çalışmalar gerçekleştirilmiştir. Dolayısıyla bireylerin doğayla olan bağlarını güçlendirmek ve parçası olduğu ekosisteme dair anlayışlarını geliştirmek, daha sürdürülebilir tasarımlar ortaya çıkarmada etkili bir yol olarak ifade edilmektedir. Biyomimikri olarak karşımıza çıkan bu yol çevresel sorunlar, sürdürülemeyen enerji tüketimi vb. sorunlara çözüm sunabilecek bireyler yetiştirmeye imkan tanıyan bir olgudur. Doğadan ilham alan inovatif tasarımlar oluşturma prensibine dayalı biyomimikri olgusunun disiplinlerarası çalışmalar dahilinde eğitim-öğretim ortamlarına entegre edilmesinin çağımızın bir gerekliliği olarak ifade edilen 21. yüzyıl becerilerini geliştirme açısından da önemi büyüktür. Eğitime yeni bir soluk getiren STEM uygulamalarında biyomimikrinin özelliklerinden yararlanmak öğrencilerin bilim, teknoloji, mühendislik ve matematik disiplinlerinde doğadan esinlenen tasarımlar oluşturmalarına olanak sunabilmektedir.

Bu çalışmanın amacı, biyomimikri temelli olarak tasarlanan STEM uygulamalarının ortaokul öğrencilerinin günlük hayatta karşılaşılan problemlere yönelik ne tür ürünler tasarladığının ve öğrencilerin geçirdikleri süreçlere ilişkin nasıl algılara sahip olduklarının incelenmesidir. Çalışma, nitel araştırma yöntemlerinden durum çalışması niteliğinde olup hazırlanan yüksek lisans tezinin pilot çalışması kapsamındadır. Çalışma grubunu İstanbul'da bir devlet ortaokulunda 7. sınıfta öğrenim gören dört ortaokul öğrencisi oluşturmuştur. Araştırma süresince veriler, biyomimikri temelli STEM etkinlikleri çalışma kağıtları, yarı yapılandırılmış görüşme soruları ve araştırmacı tarafından tutulan saha notları ile toplanmıştır. Uygulamalar iki ay süresince haftada yaklaşık dört ders saati şeklinde gerçekleştirilmiştir. Süreç sonunda öğrencilere uygulamaya yönelik hazırlanan yarı yapılandırılmış mülakat soruları sorulmuş ve notlar alınmıştır. Öğrencilerin biyomimikri temelli oluşturdukları doğa dostu tasarımlar planlanan bir sergide okuldaki tüm öğrencilere sunulmuştur.

Bulgular ve sonuçlar, analiz edilme aşamasında olup sunum sırasında paylaşılacaktır.

**Anahtar Kelimeler :** Biyomimikri, STEM, Doğa, Fen Eğitimi

## Frequent Exposure to English-language Movies and TV Series Improves the Listening Comprehension Skills of Non-native English Speakers

**Name Surname:** Ali Eren Doğaner

Student, MEF University Faculty of Education, doganera@mail.edu.tr

## **Abstract**

This research explores the impact of frequent exposure to English-language movies and TV series on the listening comprehension skills of non-native English speakers. Through a detailed survey of Turkish university students, this study examines media consumption habits, including preferences for genres and the use of subtitles. Despite expecting a significant positive correlation, the findings reveal only a marginal effect on listening comprehension. The research suggests a nuanced role for media in language learning, advocating for an integrated approach that combines media exposure with traditional language teaching methods.

**Keywords:** Media Consumption, Listening Comprehension, Language Acquisition, Non-native English Speakers.

## **Students' Perceptions of Native and Non-Native English-Speaking Teachers: Exploring Roles and Impact**

**Berk Ergüven**

**Harun Karakuş**

*Senior Student, MEF University, Faculty of Education, [erguvenb@mef.edu.tr](mailto:erguvenb@mef.edu.tr)*

*Senior Student, MEF University, Faculty of Education, [karakush@mef.edu.tr](mailto:karakush@mef.edu.tr)*

### **Abstract**

This study aims to focus on factors such as the bond between native and non-native English speakers and the difficulties they experience. There are many more managements based on surveys, interviews, and observations behind this study. This issue we focused on came to the fore when the English language became the world language. The borders of education were lifted with the globalization of the world, and more research and studies are still being carried out. The importance of this subject for us stems from the fact that the educational understanding of the country we are in and the field we are interested in is constantly changing. What type of teachers do schools want, and what are the advantages of a native English speaker? Questions such as what kind of difficulties students have were important issues in our choice of this subject. The fact that we have an area where we can observe makes this subject valuable. MEF University's preparatory department hosts a community of non-native English-speaking teachers from different cultures, thus providing a data flow that will enable us to see the importance and results of this subject more clearly. We believe that this is the case globally, and we hope that the topics we will share will prove this.

**Keywords:** non-native English speakers, native English speakers

### **Language Learning based on AI Sümeyye Tuna**

Undergraduate, Bandırma Onyedi Eylül University Faculty of Humanities and Social Sciences,  
[sumeyyetuna@ogr.bandirma.edu.tr](mailto:sumeyyetuna@ogr.bandirma.edu.tr)

### **Abstract**

This abstract aims to focus on how artificial intelligence has an impact on language learning. Artificial intelligence (AI) has started to be an essential part of our life as technology has improved. We can easily witness how it has penetrated our lives. For instance, language learning apps are based on AI. Proficiency in multiple languages is no longer an advantage but also a necessity. So most students attend language courses and take lectures but sometimes most of these can't be enough. Students need extra effort to improve their language skills. At this point, AI can be a great complement to this. AI can personalize for you according to your strengths and weaknesses which is kind of hard to find balance in a classroom environment, it recommends contents, adapts teaching strategies, and gives instant feedback according to your performance. It is also available 24/7 and flexible. But there are not only advantages but disadvantages. According to the survey conducted in 2021 for English language learners at Ukrainian Universities ( The Foreign Language Department of Kyiv National University Of Trade and Economics, Zhytomyr Ivan Franko State University) among 418 students, it showed that a very high level ( 83- 100 %) of understanding AI in language learning but it is also showed some disadvantages with it. According to BBC's "Students switch to AI to learn languages " news, there are advantages and disadvantages of AI-based language learning. But at the end of the day, we should accept that language learning based on AI has a quality impact on us.

**Keywords:** Artificial Intelligence (AI) , language learning

## **Gender Differences in Motivation and Team Identification Between Football and Volleyball Fans.**

**Irmak Ocak**

*MEF University Faculty of Education, ocaki@mef.edu.tr*

The subject of this study is to investigate gender differences in motivation and team identification between football and volleyball fans. These data are important for sports clubs and even other sports branches to find more fans and sponsors. As a result of measuring the interest in different sports branches and investigating the reasons, it is expected that more investments will be made in these sports branches. In the study, The Sport Spectator Identification Scale (SSIS) by Wann and Branscombe (1993) was used to measure team identification and The Sport Interest Inventory-SII by Funk et al. (2003) was used to measure fan motivations. 150 participants took part in the research. These participants were young adult female or male football fans, volleyball fans, fans of both groups, or participants who were not fans of either group. The age range of the participants varied between 18-40. Data were collected through an online survey. Independent t-test was used in SPSS 27 during the data analysis phase of the research. Six hypotheses were put forward for this research. As a result of the findings, it was seen that the identification levels of males and football fans with their teams were higher than other groups. Among the fan motivations, "Support Women's Opportunity" (SII17) was determined as the most motivating factor for females and volleyball fans, and "Excitement" (SII11) was determined as the most motivating factor for people who are fans of both groups.

**Keywords:** fan motives, volleyball fans, football fans, gender

## **Effects of Social Media Usage on Appearance Perception and Disordered Eating among Adolescent Girls and Young Adult Women in Turkey**

**Melis Şahin**

*Undergraduate Student, MEF University, Faculty of Education, sahinmel@mef.edu.tr*

## **Abstract**

Visual-based social media platforms, such as Instagram, create risks for people's mental and physical well-being besides their benefits. During adolescence, heightened focus on appearance can be experienced due to some hormonal, physical and social changes. Several studies showed women in adolescence and young adulthood, more so than men, are prone to develop distorted body perceptions that are linked with psychological issues and eating disorders. This study aims to find out the impacts of visual-based social media usage on the appearance perception and eating habits of adolescent girls and young adult women in Turkey. A total of 178 female individuals aged 14 to 29 participated in the study. Adolescent participants were recruited voluntarily from Şişli Anatolian High School in İstanbul, Turkey, while young adult females participated through Google Forms with ages ranging from 18 to 29. This study hypothesized that increased time spent on social media would correlate with more negative appearance perceptions and a higher likelihood of disordered eating in both age groups. Moreover, it was hypothesized that negative appearance perceptions would be linked to disordered eating and that young adult women would exhibit less negative appearance perception and disordered eating behaviors compared to adolescent girls. Correlational analyses and Independent Samples t-test results partially supported the study's hypotheses. Weak positive correlations were found between the time spent on visual-based social media, negative appearance perception, and disordered eating variables. A moderate positive association was found between negative appearance perception and disordered eating habits. Lastly, findings revealed that while young adult women experienced less negative appearance perceptions on social media, they did not differ in experiencing disordered eating compared to adolescent girls.

**Keywords:** social media, appearance perception, eating disorders, women

## **The Role Of Social-Emotional Learning and Moral Reasoning In Children's Executive Functions**

**Esma Evrim Çelebi**

MEF University Faculty of Education, [celebies@mef.edu.tr](mailto:celebies@mef.edu.tr)

## **Abstract**

Executive functions help children to direct their emotions, thoughts, and behaviors and develop social-emotional skills for effective learning. The development of social-emotional skills begins in early childhood and helps individuals increase their self-awareness, social awareness, relational skills, and responsible decision-making skills. Children with better social skills and responsible behaviors may also develop better moral reasoning skills. This study aims to examine the relationship among social-emotional skills and moral reasoning skills, and based on executive functioning. This study was carried out together with the Rural Schools Transformation Network (KODA) in Bursa. In this study, a total of 18 children participated, including 13 girls and 5 boys between the ages of 7-14. The participant's data were obtained using the Social Emotional Learning Scale, the Behavior Rating Inventory of Executive Function, and the Moral Judgment Scale. This study had 3 main hypotheses. We hypothesize that (1) children with developed high executive functioning skills would have social-emotional learning skills (2), moral development has an essential place in the social-emotional learning process, and (3) that children who develop executive functioning skills have developed moral reasoning skills. When we examined the results, we found that the findings did not support the hypotheses. The main reason for this is the participation of a small number of children in the study and the wide age range of the participating children. Furthermore, measuring moral judgment skills has been another challenging factor that pushed the limits of the study. On the other hand, the workshops conducted with KODA have contributed to students' personal development and social skills. Activities and observations conducted outside the scale throughout the workshops were not included in this study.

**Keywords:** Executive functions, social-emotional learning, moral reasoning, social skill

## **The Relationship Between the Concept of Self-Esteem in Emerging Adults and the Parenting Styles They Influence**

**Zeynep Sude Güler**

Mef University, Faculty of Education, gulerz@mef.edu.tr

### **Abstract**

This study aims to examine the context between self-esteem and parenting styles in emerging adulthood. It is important to conduct research in this context because the rate of self-esteem in individuals varies. The reason for this variability may be many factors, but in literature reviews, it has been observed that parenting styles have a hypothetical effect on self-concept, self-esteem, and values. In the literature, the effects of parenting styles on self-esteem have been discussed in positive and negative aspects. It has been observed that positive and negative aspects depend on parenting styles. However, there are few empirical studies examining the relationship between the concept of self-esteem and parenting styles, which are known to have a significant impact on quality of life. This research aims to realize the relationship between the independent variable, the parenting style, and the dependent variable, the concept of self-esteem, in a contextual dimension. Three hypotheses have been proposed for this research.

Emerging adults were included in the study. The “Young Parenting Inventory” was used to measure parenting styles. “Self-Esteem Rating Scale-Short Form” was used to measure the concept of self-esteem. Data were obtained through an online survey. The data obtained was used to explain the context between parenting styles and the concept of self-esteem.

Correlation analysis was conducted to examine the relationship between parenting styles and the self-esteem of emerging adults.

In the light of the findings, significant positive correlations were detected between some parenting styles, sub-factors and self-esteem. Depending on the way the scales are evaluated and concluded, a positive correlation will indicate a negative phenomenon in the results. In this research, parenting schemes and styles that cause low self-esteem were clearly recorded.

**Keywords:** parenting style, self-esteem, self-concept, emerging adults

## **The Impact of Personalized Feedback on Vocabulary in Turkish K-12 Students: Public vs. Private Schools**

**Ilgın Utku**

**Beyza Nur Güngör**

*Öğrenci, Mef üniversitesi Eğitim Fakültesi, [utkui@mef.edu.tr](mailto:utkui@mef.edu.tr)*

*Öğrenci, Mef üniversitesi Eğitim Fakültesi, [gungorb@mef.edu.tr](mailto:gungorb@mef.edu.tr)*

## Abstract

This study delves into the impact of personalized feedback on vocabulary acquisition and retention among Turkish K–12 students, considering variations between public and private school settings. While the efficacy of individualized feedback in language acquisition is acknowledged, its effectiveness in diverse educational contexts remains uncertain. By contrasting feedback effects on vocabulary in public and private schools, the study aims to bridge this knowledge gap. Analyzing student language learning outcomes and feedback effectiveness judgments, the research unveils differences in tailored feedback effects across educational settings. This knowledge empowers teachers to adapt vocabulary teaching methods, aiming to enhance language competency and academic performance in K–12 students.

The study employs a mixed-methods approach, combining quantitative and qualitative perspectives. Surveys with 10 questions gather data from 50 K–12 students in public and private schools, exploring perceptions, experiences, and attitudes toward personalized feedback and language learning. In-depth interviews, using eight open-ended questions, provide a qualitative layer, unraveling specific experiences, opinions, and insights. Ensuring equitable participation through meticulous random sampling across geographic regions in Turkey, this methodical approach reduces bias and offers a comprehensive understanding of the phenomena.

The research design section details the mixed-methods approach, emphasizing the significance of both quantitative surveys and qualitative interviews. The setting and participants section clarifies the inclusion of K–12 students from public and private schools, ensuring a diverse sample.

The findings, categorized into survey results and interview analysis, unveil participant confidence levels and highlight the rarity of personalized feedback. The conclusion emphasizes the need for interventions addressing vocabulary acquisition and confidence gaps, advocating for the integration of personalized feedback into language learning strategies. The study's recommendations aim to empower educators, inform policymakers, and contribute to effective language teaching practices in diverse educational settings.

**Keywords:** Personalized feedback, Vocabulary acquisition, Second language acquisition (SLA), Learning empowerment

## The Relationship of Emotional Intelligence and Perceived Social Support with Psychological Resilience in Emerging Adulthood

Ülkütuğ Demirkan

*Bachelor student, MEF University, Faculty of Education, [demirkanul@mef.edu.tr](mailto:demirkanul@mef.edu.tr)*

## Abstract

Psychological resilience represents the process of adaptation to various stressors experienced throughout life. Previous studies on psychological resilience have examined its relationship with emotional intelligence

and perceived social support in the light of different variables and with different age groups and samples. This study aims to examine the effects of emotional intelligence and perceived social support on psychological resilience among emerging adults. The sample of the study consists of a total of 146 people, 95 women (65.1%) and 51 men (34.9%), between the ages of 18-29 with an average age of 22.90 (SD = 2.10). The participants were asked to answer the questions via the online questionnaire. Schutte Emotional Intelligence Scale (EI), Multidimensional Scale of Perceived Social Support (MSPSS), and Resilience Scale for Adults (RSA) were used. In addition, a demographic form was created and used to collect demographic information. Results indicated that there were positive relationships between emotional intelligence, perceived social support, and psychological resilience among emerging adults. In future research, limitations such as equality of sample sizes for gender, education level, and employment status can be considered.

**Keywords:** emotional intelligence, perceived social support, psychological resilience, emerging adulthood

## **Exploring Teachers' Views on the Use of Globally Published Materials versus Self-made Materials in Teaching English as a Foreign Language**

**Sevda Ashı Çoban**

*Öğrenci, MEF Üniversitesi Eğitim Fakültesi, cobans@mef.edu.tr*

## **Abstract**

English as a Foreign Language (EFL) teachers face challenges in selecting and implementing instructional materials that effectively support their students' language learning needs. This research investigates the factors influencing EFL teachers' decisions between utilizing globally published educational materials and developing their own, and explores the resulting impacts on learning outcomes.

Globally published materials offer structure and consistency but may lack cultural relevance and individualized content. Conversely, self-made materials allow for customization and deeper engagement but require significant time and resources. Challenges arise from financial constraints, accessibility issues, and mismatched proficiency levels.

The study aims to provide insights into the decision-making process of EFL educators and offer guidance for selecting instructional materials that meet diverse student needs. Findings could inform educators in public and private K-12 schools, enhancing their ability to support language learning effectively. Through a comprehensive analysis involving teachers from various educational settings, this research aims to contribute to a deeper understanding of the complexities surrounding material selection in EFL instruction.

**Keywords:** English as a Foreign Language (EFL), instructional materials, globally published materials, self-made materials, material selection, language learning outcomes, EFL educators, cultural relevance, customization, proficiency levels, educational settings, K-12 schools.

## **Teachers' Views on Skill-Based Mathematics and Geometry Questions**

**Kemal Furkan Demirbaş, Simay Nur Aslan**

Mef University Faculty of Education

## **ABSTRACT**

The purpose of this study is to learn the effect of the questions teachers ask about students' abilities in mathematics and geometry tests and the teachers' opinions about these questions. Qualitative research was

planned for the study. The participants of the research are 20-30 mathematics teachers selected by criterion sampling method. The criterion is that teachers must have taken at least one course at the undergraduate or graduate level on problem solving, problem posing or mathematical modeling in mathematics education. Data were collected through an online survey using the interview form and questions developed by the researchers. The data obtained from the surveys are qualitative data that will be transferred to an Excel file, coded and made suitable for SPSS analysis. In analyzing the data, both deductive and inductive methods will be used to analyze the data. Data and findings will be discussed under three different themes: The impact of competency-based questions on students, classroom environment and practice, content and context. Accordingly, how teachers see the impact of competency-based questions on students, how much they talk about different teaching methods and techniques, and most importantly, the events experienced in competency-based questions and teachers' opinions are included. The aim is to get teachers' opinions on competency-based questions and to observe the system in general.

**Key Words:** Skill-based questions, mathematics teaching, secondary school mathematics teachers and students

## **Caregiver's Perspective on Preschoolers' Social Understanding and Domain Differential**

### **Parenting**

**Çağla Cambaz**

MEF University, Faculty of Education, cambazca@mef.edu.tr

### **Abstract**

This study examines the relationship between the caregiver's perspective of preschoolers' social understanding skills and domain differential parenting. In addition, it investigated caregivers'

reports of whether children have an imaginary friend influences preschoolers' social understanding skills. A total of 266 caregivers who cared for 4-6-year-old children participated in the research. Caregivers were asked to evaluate the child's social understanding and were given some hypothetical stories illustrating parental control over children's personal domain. Results showed that after controlling for age children with imaginary companions did not have higher social understanding scores by parents. However, parental control over the children's personal domain was significantly correlated with lower social understanding after controlling for age. However, parental control over the moral domain was not associated with children's social understanding.

**Keywords:** Theory of mind, personal domain, moral domain

## **Öğretmen Adaylarının Olasılık Öğretimi Bileşenlerinde Yeterliklerinin Geliştirilmesi**

**Hilal Aslan**

**aslanhi@mef.edu.tr**

**MEF Üniversitesi Eğitim Fakültesi**

**İlköğretim Matematik Öğretmenliği**

**Özet**

Olasılığın matematik eğitiminin vazgeçilmez bir parçası olmasına rağmen hem öğrenciler hem de öğretmenler için zorlu bir konu olduğu vurgulanmıştır. Olasılığa ulusal ve uluslararası müfredatta giderek daha fazla vurgu yapılmasına rağmen araştırmalar, birçok öğretmenin konuyu tam olarak anlamadığını ve

bunun da yetersiz eğitimle sonuçlanabileceğini ortaya koydu. Öğretmen adayları bu bağlamda araştırılması gereken özel bir öğretmen grubudur. Öğretmen adayları, kurs çalışmaları ve saha deneyimleri sayesinde, eğitimci olarak gelecekteki uygulamalarını etkileyebilecek olasılık ve öğretimi hakkında bilgi edinme konusunda eşsiz bir konumdadırlar. İlköğretim matematik öğretmen adaylarının olasılığın nasıl öğretildiği, kazanıldığı ve değerlendirildiği konusundaki bilgi düzeyleri incelenerek, Türk eğitim sisteminde olasılığın anlaşılması ve öğretilmesine ilişkin literatürdeki bir boşluğun doldurulması amaçlanmaktadır. Karma yöntem yaklaşımının bir parçası olarak, seçilmiş bir grup katılımcıyla, öğretme ve öğrenme olasılığına ilişkin algıları ve deneyimleri hakkında daha fazla bilgi edinmek için niceliksel bir anket ve yapılandırılmış formlar hazırlandı. Araştırmanın bulguları, öğretmen yetiştirme programlarının nasıl oluşturulduğunun yanı sıra, öğretmen adaylarının Türk eğitim sistemindeki olasılık kavramlarını anlamalarını ve öğretme becerilerini geliştirmek için öğretim materyallerinin nasıl oluşturulduğunu da etkilemektedir. Araştırmanın sonuçları, Türk Eğitim Sisteminde öğretmen adaylarının olasılık kavramlarını anlamalarını ve öğretmelerini geliştirecek öğretmen yetiştirme programlarının tasarımına ve öğretim materyallerinin geliştirilmesine yönelik çıkarımlar içermektedir. Araştırmanın sonucuna göre, öğretmen adaylarının teorik bilgilerindeki ve olasılık kavramlarının pedagojik uygulamalarındaki boşlukları kapatmak için öğretmen eğitimi programlarında kapsamlı bir reform yapılması gerekmektedir. Çalışma, daha iyi öğretim yöntemlerinin, güncellenmiş müfredatın ve sürekli mesleki gelişimin gerekliliğini vurgulamaktadır. Araştırmanın akademi dünyasının ötesine geçen, Türkiye'deki eğitim politikasını ve uygulamasını ve karşılaştırılabilir diğer eğitim durumlarını etkileyen sonuçları var. Bu zorluklara değinerek ve önerilen değişiklikleri uygulayarak, olasılığın öğretilmesi ve öğrenilmesinde önemli bir gelişme potansiyeli vardır ve sonuçta geleceğin eğitimcilerini matematik eğitiminin bu hayati yönünü etkili bir şekilde aktarmak için gerekli becerilerle donatmak mümkündür.

**Anahtar kelimeler :** Olasılık, Olasılık Öğretme-Öğrenme Süreci, Ortaokul Öğretmenleri

## **The Relationship Between Early Life Experiences on Irrational Romantic Relationship Beliefs in Young Adulthood**

**Berfin Taştan**

<sup>1</sup>MEF University, Faculty of Education, [tastanb@mef.edu.tr](mailto:tastanb@mef.edu.tr)

### **Abstract**

This study explores the connection between early life experiences and irrational romantic relationship beliefs in emerging adulthood, with a focus on "helplessness" and "unlovability" categories grounded in Rational Emotive Behavior Therapy (REBT) principles. Recognizing the pivotal role of romantic relationships during this developmental stage, the research aims to enhance relationship quality by identifying factors contributing to irrational beliefs. Employing the Relationship Beliefs Inventory (RBI) and the Childhood Experiences Scale (ÇDÖ), the study investigates how childhood memories of being unvalued, threatened, or submissive influence the development of irrational romantic beliefs. Participants, aged 18-35 with romantic relationship experience, responded to the 20-question Likert-type RBI and the ÇDÖ, a Turkish version of the Early Life Experiences Scale assessing unvalued, threatening, and submissive childhood memories. Data collection occurred through an online questionnaire distributed via Google Surveys, with 195 participants involved. The study focuses on two irrational belief categories: helplessness and unlovability. The first hypothesis, linking "unvalued" memories with "unlovability" beliefs, received support. Similarly, the second hypothesis, examining the association between "submissive" memories and "helplessness" beliefs, was supported. The third hypothesis, specifically for women, found that adverse early childhood experiences significantly impact the development of irrational relationship beliefs, particularly on the "helplessness" and "unlovability" subscales. This research provides valuable insights into the nuanced relationship between early life experiences and irrational beliefs in romantic relationships during emerging adulthood.

**Keywords:** early life experiences, irrational romantic relationships, correlational analysis, linear regression

## Öğretmenlerin Eylem Araştırmasında Öğrenme Deneyimleri

Beyda Yılmaz □

Zelha Tunç Pekkan □

□ Öğrenci, MEF Üniversitesi Eğitim Fakültesi, [yilmazbey@mef.edu.tr](mailto:yilmazbey@mef.edu.tr)

□ Prof. Dr. , MEF Üniversitesi Eğitim Fakültesi, [tuncz@mef.edu.tr](mailto:tuncz@mef.edu.tr)

## Özet

Bu çalışma, İstanbul'daki bir vakıf okulundan farklı branşlarda öğretim yapan on altı K-12 öğretmenin eylem araştırması öğrenme sürecine yönelik algılarını, motivasyonlarını ve karşılaştıkları zorlukları keşfetmektedir. Bu öğretmenler, 2022-2023 akademik yılında bir yüksek lisans programının bir parçası olan 14 hafta süren eylem araştırması kursunu tamamlayarak deneyim kazanmışlardır. Araştırmada kullanılan metodoloji olarak, bu öğretmenlerden altı tanesiyle çevrimiçi bir platform aracılığıyla bireysel yarı yapılandırılmış görüşmeler yapılarak araştırma bulguları elde edilmiştir. 10 tane açık uçlu soru, öğretmenlerle bireysel olarak yapılan 15-20 dakika civarı süren yarı-yapılandırılmış görüşmeler sırasında sorulmuştur. Bu nedenle, bulgular 5 kategoriye ayrılmıştır; eylem araştırması projesi için problem seçimi, eylem araştırması sürecinde yaşanan zorluklar, süreç içerisinde deneyimler, eylem araştırması ve öğretmenlerin kişisel/mesleki gelişiminin bağlantısı başlıkları altında şekillenmiştir. Öğretmenlerin eylem araştırması yapma deneyimi ve motivasyonunun, kişisel ve mesleki gelişimlerine olumlu etkileri olmuştur. Ancak, süreç içerisinde öğretmenlerin zamanını yönetme ve veri toplama aşamasında yaşadıkları zorluklar gibi durumlar, onların süreç içerisindeki olumsuz deneyimlerinden biri olmuştur. Sonuç olarak, bu çalışmanın bulgularının dikkate alınması, politika yapıcıların, araştırmacıların, okul yetkililerinin ve öğretmenlerin eylem araştırması yapma ve eğitimde yaşanan sorunlara araştırma yaparak bilimsel çözüm bulma ihtiyaçlarını ele alarak eğitim-öğretim sektörü için öğretmen-araştırmacılar topluluğu oluşturmak ve eylem araştırması kursunun gelecek yıllar için gelişmesini amaçlayarak adımlar atılabileceğinin önemini vurgulamaktadır.

**Anahtar Kelimeler:** Eylem araştırması, öğretmen, öğrenme.

## **Orta Çocukluk Döneminde Kil ile Etkileşimin Öfke ve Duygu Düzenlemeye**

### **Etkisi**

**Filiz Seyra Gültekin**

Mef Üniversitesi, Eğitim Fakültesi, gultekinf@mef.edu.tr

## Özet

Bu araştırma kil ile etkileşime giren çocukların öfke ve duygu düzenleme düzeylerini incelemek amacıyla yapılacaktır. Katılımcılar, İstanbul Sanat Akademisi'nden düzenli olarak kil ile oynayan 6-11 yaş arası 20 çocuk ve daha önce kil ile oynamamış çocuklardan oluşmaktadır. Kil ile oynayan çocukların öfke ve duygu düzenleme düzeyleri oynamayan çocuklara göre anlamlı derecede düşükse saldırgan ve duygu yönetiminde zorluk yaşayan çocuklara yönelik müdahaleler daha kolay ve etkili bir şekilde gerçekleştirilebilir. Agresif çocuklarda kil ile düzenli etkileşim kurarak veya duygularını kil terapisi ve sanat terapisi yöntemleriyle kontrol altına alarak saldırganlığın azaltılması süreci, müdahalelerde kullanılan kil ve diğer sanat malzemelerinin kullanımının yaygınlaşması açısından yol gösterici bir rol oynayabilir. Bu nedenle bu çalışma kil ile etkileşimin çocukların öfke ve duygu düzenlemesine etkisini ve çocuklarda öfkeyi azaltmada etkili bir müdahale olup olamayacağını araştırmayı amaçlamaktadır. İki hipotez formüle edildi. İlk hipotez, kil ile düzenli etkileşim içinde olan çocukların öfke düzeylerinin önemli ölçüde azalacağını ve duygularını daha iyi yönetebileceklerini öngörüyordu. İkinci hipotez, düzenli olarak kil ile etkileşime giren çocukların, etkileşime girmeyenlere göre daha düşük öfke düzeylerine sahip olacağını öne sürdü.

**Anahtar Kelimeler:** Kil, duygu düzenleme, orta çocukluk, sanat

## **Relationship between Emotion Regulation, Perceived Stress, and Self-Esteem Difference in Athletes and Non-Athletes in Turkey**

**Aylin Aydın**

Student, MEF University, [aydinayl@mef.edu.tr](mailto:aydinayl@mef.edu.tr)

### **Abstract**

The purpose of the study was to examine the relationship between emotion regulation, perceived stress, and self-esteem among adults who are active athletes or have an athletic background and those with no athletic background. It was examined to what extent being an athlete or having a background in sports is related to individuals' self-esteem, perceived stress, and emotional regulation. In this quantitative study, it was assumed that there will be a positive (1) relationship

between being an athlete or having a background and high emotional regulation level, (2) relationship between being an athlete or having a background and high self-esteem level and lastly (3) there will be a negative relationship between being an athlete or had a background and perceived stress. In addition, participants were selected by convenience sampling method, and data was collected through online platforms from participants aged 18-55 living in Turkey. Participants ( $N=139$ ;  $M_{age} = 24.9$ ,  $SD = 5.52$ ). The study found that athletes in Turkey tend to have higher self-esteem levels and lower perceived stress than their non-athletes, as the hypothesis predicted. However, the expected difference in emotion regulation between athletes and non-athletes was not observed, suggesting that the benefits of physical activity on emotion regulation extend beyond organized sports in the Turkish context.

**Keywords:** emotion regulation, perceived stress, self-esteem

## **The Influence of Bilingualism on 9th-grade Students' Language Learning Process in EFL**

### **Contexts**

**Güray Özkaynak**

İngilizce Öğretmenliği Lisans Öğrencisi, MEF Üniversitesi, Eğitim Fakültesi

[ozkaynakgu@mef.edu.tr](mailto:ozkaynakgu@mef.edu.tr)

### **Abstract**

This study examines how bilingualism and language acquisition interact dynamically among ninth-grade students studying English as a foreign language (EFL) environments. Knowing how bilingualism affects language acquisition is becoming more and more important as globalisation continues

to change the face of education. Using a mixed-methods approach, the study combines qualitative investigation through classroom observations and interviews with quantitative analysis of language competency test results. Our results provide complex insights into the ways in which bilingualism influences vocabulary development, grammatical competence, and general communicative ability, among other aspects of language learning.

The study sheds light on the complex relationship between students' development of English as a second language and their native language competency by examining the potential benefits and difficulties of bilingualism. Furthermore, the study explores how language attitudes and aptitude are shaped by cultural and linguistic identity, offering a thorough grasp of the sociolinguistic factors at work.

The ramifications of this study go beyond the confines of academia, providing educators, legislators, and curriculum designers with important perspectives to improve language teaching approaches and bilingual learner support systems. In EFL environments, recognising and utilising the benefits of bilingualism can help create more inclusive and successful language learning approaches that support a diverse and rich environment for ninth-grade students to acquire the language.

**Keywords:** EFL (English as a foreign language), language acquisition, bilingualism

## **Türk müfredatında kesirler konusunun gelişimi**

**Umut Kadioğlu**

<sup>1</sup>*MEF University, Faculty of Education, kadiogluu@mef.edu.tr*

### **Abstract**

The thesis explores the development of fraction concepts in the Turkish curriculum from grades 1 to 5. It assesses how fractions are introduced, taught, and mastered, recognizing the impact on students' mathematical competence and academic success. The study aims to evaluate the

evolution of fraction concepts across grades, identifying curriculum strengths and weaknesses to inform future development. It emphasizes fractions' importance in various life aspects, their contribution to critical thinking, logical reasoning, and mathematical fluency, and the necessity of effective teaching methods. The thesis critically analyzes textbooks, teaching practices, and students' understanding of fractions.

**Keywords:** fractions

## **Uncovering the Geometric Mind: Exploring Attitudes, Transformations, and Achievements in Middle School Mathematics and Geometry Education**

**Dilber Nur Pınar**

### **Abstract**

This study delves into various aspects of research focusing on spatial abilities, problem-solving strategies, visualization skills, and mental geometric habits and attitudes among middle school students. The primary focus centers on investigating the relationship between mental geometric transformations and the attitudes of middle school students in Turkey towards geometry and mathematics lessons. The main goal is to uncover the underlying reasons for students exhibiting low achievement in mathematics despite demonstrating high achievement in geometry. There are a total of 75 middle school students who answered the spatial visualization, geometry attitude, and geometry self-efficacy tests. 49 of them are female students, and 26 are male students. In addition, 16 of them are 5th grade students, 19 of them are 6th grade students, 20 of them are 7th

grade students, and 20 of them are 8th grade students. The assessment was conducted through both online and face-to-face methods. Additionally, existing data, including academic records and test scores, are employed to scrutinize the correlation between mental geometric habits, attitudes, and academic achievement. Experimental designs integrated to explore the impact of mental geometric transformations and attitudes on problem-solving skills and academic achievement. Overall, this study underscores the critical importance of these concepts in augmenting students' academic competence. The analyzes reveal that students' geometry self-efficacy levels, attitudes, and mathematics achievement are interrelated, but whether these relationships are causal requires further investigation. Additionally, the impact of factors such as limited sample and scope of variables on these relationships should be considered.

**Keywords:** geometry attitude, mathematics achievement, geometry achievement, spatial ability, geometric thinking.

## **Uluslararası Yaptırımlarının Gölgesinde Başarı Arayışı: Rus İşletmecilik Okulları**

**Muhammet Negiz**

Araştırma Görevlisi, Karadeniz Teknik Üniversitesi İİBF İşletme Bölümü, muhammetnegiz@ktu.edu.tr

Rusya Devlet Başkanı Vladimir Vladimiroviç Putin'in 22 Şubat 2022 tarihinde yapmış olduğu konuşma ile dünyaya ilan ettiği kararlar ve sonrasında Ukrayna'ya karşı başlatmış olduğu “özel operasyon” adlı askeri hareket Amerika, Avrupa Birliği ve İngiltere eksenli Batılı ülkeler ve müttefiklerinin Moskova yönetimine karşı ardı ardına sert yaptırım paketleri açıklamalarına neden olmuştur. Çokuluslu şirketlerin de dahil olduğu bu yaptırımlar, Rusya tarihindeki en kapsamlı ve şiddetli kararları bünyesinde barındırmakta ve Rusya'nın Batı bloğundan tamamen dışlanmasına ve son 30 yılda kurulan köprülerin yıkılmasına kapı aralamaktadır. Batılı ülkeler ve müttefiklerinin açıkladığı yaptırım kararları, Rusya'daki işletmecilik

okullarını da etkilemiş ve birçok akreditasyon kurumu Rusya'daki faaliyetlerini askıya aldığını duyururken, üniversiteler arası iş birlikleri, değişim programları, projeler ve araştırmalar iptal edilmiştir. Aynı şekilde reyting sıralamaları başta olmak üzere Rus yükseköğretim kurumları birçok platformdan çıkarılmıştır.

Bu çalışmada Rus işletmecilik okullarının uygulanan yaptırımlardan nasıl etkilendikleri ve ürettikleri çözümlerin neler olduğu sorusu üzerinde durulmuş ve bu kapsamda Rus basınında yer alan çevrimiçi içeriklerin nitel analizi yapılmıştır. Toplanan veriler kodlanarak kategoriler ve temalar oluşturulmuştur.

Ulaşılan bulgular neticesinde, Rusya'daki işletmecilik okullarının, uluslararası akreditasyonların ve iş birliklerinin askıya alınmasıyla karşı karşıya oldukları krizi fırsata çevirmeye çalıştıkları ve Batı merkezli işletmecilik eğitimini ulusal temelli olarak yeniden inşa etmeye çalıştıkları anlaşılmıştır. Bu kapsamda Asya, Afrika ve Latin Amerika ülkeleri ile iş birliklerine giden işletmecilik okulları “yeni normale” uygun bir yapılanma üzerinde çalışmaktadır. Bu yeniden yapılanma sürecinde akademik kadro, eğitim müfredatı, sektörel ve bölgesel odaklılık, girişimcilik, yurtdışı formülleri, eğitim formatları, uygulamalı öğrenme, devletten vergi indirimi ve sübvansiyonlar, yaşam boyu öğrenme, değişen piyasa koşullarına uyum sağlama, dijital dönüşüm, yapay zekâ, pratik ve uygulama odaklı eğitim gibi başlıklara öncelik verildiği sonucuna ulaşılmıştır.

**Anahtar Kelimeler:** İşletmecilik Eğitimi, Rus İşletmecilik Okulları, Uluslararası Yaptırımlar

## **Examining the Relationship Between Anxiety Levels and Solution Errors of 6th Grade Students towards Open-Ended Questions in Mathematics**

Damla Nur Atmaca, atmacad@mef.edu.tr

Selin Aliakar, aliakars@mef.edu.tr

### **Abstract**

This research aims to investigate the levels of anxiety and approaches utilized by 6th grade students when encountering open-ended questions in the domain of mathematics. Open-ended questions afforded students the freedom to articulate their thoughts and ideas without constraints, thereby cultivating their critical thinking abilities and aptitude for problem-solving. Therefore, that quantitative study explored the responses of 6th-grade students to open-ended and closed-ended mathematics questions, as well as their thoughts and opinions regarding these question types. The participants of the study consisted of 138 6th-grade students from three different primary schools in Istanbul, Turkey, with varying socio-economic backgrounds. Questionnaire 1, which was a

quantitative tool, was designed to measure students' responses to open-ended mathematics questions. The questions were selected from Students' Responses to Content Specific Open-Ended Mathematical Tasks (Sullivan, Warren, & White, 2000), which contained the area and environment of rectangles. The t-test was used to measure the anxiety level of the students. Additionally, Spearman's correlation analysis was employed to examine the potential association between the anxiety levels of 6th-grade students and their responses to open-ended questions. The findings of this study are important in terms of contributing to the understanding of the anxiety levels of 6th grade students towards open-ended questions in mathematics and the discovery of possible solutions to overcome this anxiety. These findings imply that 6th-grade students' anxiety levels towards open-ended mathematics questions negatively impact their performance in solving these questions.

**Anahtar Kelimeler:** anxiety, solution errors, mathematics

## **The Relationship Between Middle School Students' Mathematics Achievement and Mathematics Anxiety**

**İrem Özfistikci**

**Ayşenaz Güllü**

*4th grade student, MEF University, Faculty of Education, [ozfistikcii@mef.edu.tr](mailto:ozfistikcii@mef.edu.tr)*

*4th grade student, MEF University, Faculty of Education, [gullua@mef.edu.tr](mailto:gullua@mef.edu.tr)*

### **Abstract**

The purpose of this study was to develop an instrument to measure the relationship between mathematics anxiety and mathematics achievement of middle (7th and 8th grades) school students. The data of the study

were obtained from the students of a public school in Istanbul. Two different scales were used in the study. In addition, the average effect size was also examined in terms of variables such as grade level and gender. The questions we have chosen for our research are as follows: What is the relationship between math anxiety and math achievement? What is the effect of gender on the relationship between students' mathematics achievement and mathematics anxiety? What is the effect of grade level on the relationship between students' mathematics achievement and mathematics anxiety? The number of students in our sample consists of 72 seventh and 81 eighth graders, totaling 153 students. Of the students in our sample, 83 were female and 70 were male. Our sample type is a convenience sample. During the data collection phase, we used a survey form consisting of two parts. The first part consists of two different questionnaires. In the first questionnaire, the 10-item mathematics anxiety scale developed by R. Bindak in 2005 was used. In the second questionnaire, the 20-item Mathematics Anxiety-Concern Scale (MCAS) developed by Ikegulu in 1998 was used. In the second part, a mathematics achievement test consisting of 41 questions in total was used. In our study, we examined the correlation between mathematics achievement and mathematics anxiety. As a result, we found that there was a negative correlation between mathematics achievement and mathematics anxiety. This was expected because achievement and anxiety are negatively correlated in the literature. As another variable, we examined the effect of gender and school type on achievement and anxiety, and we found that gender and school type had no effect on achievement and anxiety.

**Keywords:** mathematics achievement, mathematics anxiety, gender

## **Examining The Proficiency Of Fourth Grade Students In Routine And Non-Routine Problem-Solving Abilities Through Cognitive Diagnostic Models**

**Züleyha Taştan Mengi<sup>1</sup>**

**Serkan Arıkan<sup>2</sup>**

*<sup>1</sup>MSc., Bogazici University, Faculty of Education, zuleyhatastann@gmail.com*

*<sup>2</sup>Assoc. Prof., Serkan Arıkan, Bogazici University, Faculty of Education,  
serkan.arikan1@boun.edu.tr*

### **Abstract**

Assesment plays a crucial role in education by offering feedback to both students regarding their learning progress and educators concerning their instruction. Effective assessments contribute to students' learning when they provide immediate and effective feedback. This research employs Cognitive Diagnostic Assessments (CDAs) to give in-depth feedback to both teachers and students.

CDAs supply cognitive data about students' strengths and weaknesses in specific skills and abilities. The study focuses on investigating the routine and non-routine problem-solving abilities of fourth-grade students across four arithmetic operations (addition, subtraction, multiplication, and division) using CDA. The assessment instrument utilized in this study is purposefully developed for diagnostic purposes aligned with the fourth-grade mathematics curriculum of 2021-2022 and analyzed using Cognitive Diagnostic Models (CDMs). The assessment consists of 20 items categorized into 6 attributes, with a Q-matrix constructed to show the relationship between attributes and items. Before administering the assessment, a pilot group of 10 students responded to the items and underwent interviews to assess the clarity and timing of the items. The finalized CDA test was administered to 511 fourth-grade students from diverse public and private schools. The responses were analyzed using the GDINA package in R. The analysis resulted in assigning each participant to an attribute profile, indicating the skills they have mastered and those they haven't. The findings indicate that 75% of students have acquired proficiency in routine problem-solving skills, while 17% have demonstrated proficiency in non-routine problem-solving skills. The most frequent attribute profiles in the study group are identified as: 000010, 010010, 111111, 111110, 000000, and 110010.

**Keywords:** Cognitive Diagnostic Models, Problem-solving, Non-Routine Problems, Measurement and Evaluation.

## **Farklı Soru Tiplerine Göre Gerçekleştirilen Öğretim Etkinliklerinin ve Ev Ödevlerinin Öğrenci Başarısına Etkisi**

Mehmet Ali KILIÇ<sup>1</sup>

Ramazan GÜRBÜZ<sup>2</sup>

<sup>1</sup>Öğretmen, MEB, mehmetalikilic21@gmail.com

<sup>2</sup>Prof. Dr. Ramazan GÜRBÜZ, rgurbuz@outlook.com

### **ABSTRACT**

In this study, the effect of the question type used in mathematics teaching at the seventh grade level in secondary school and the quality of homework (Multiple Choice (MC), Open ended questions (OE) and Mixed Test (MT) questions and worksheets) on the mathematics achievement of students with MC, OE and

MT questions was examined. The research design used in this study is called "Alternative-Treatments Design with Pretest" (Barlow & Hayes, 1979). The study group consisted of 78 students ( $G_1=27$ ,  $G_2=28$ ,  $G_3=23$ ). Different methods were used for each of the study group; in the first group, MC was used, in the second group, OE was used, and in the last group, the MT oriented teaching process was followed. In this context, parallel to the in-class teaching activities, the groups were assigned homework assignments. As data collection tools in the study, MC and OE test developed by the researcher were applied as pre-test and post-test. The data were analyzed with the SPSS 20 program. As a result of the study, it was observed that both the OE and the MC significantly increased the achievement of the students in all three groups. There was no significant difference between the post-test scores of the students in the MC data. In the OE test data, the group trained on the OE question type was significantly more successful than the group trained on the MT question type.

**Keywords:** Question types, homework, mathematics achievement

## **Artificial Intelligence in Education: New Learning Paradigms for Teachers**

**Esma Sıla TEKİNSOY**

English Language Teacher, Tekden Schools, [tekinsoysila@gmail.com](mailto:tekinsoysila@gmail.com)

### **Abstract**

This presentation addresses the potential of artificial intelligence tools in the field of education and how these tools can be integrated into learning processes. With the belief that education should be personalized and respond better to individual needs of students, I share my observations on how AI tools can transform learning experiences. Specifically, I discuss the effects of these tools on student engagement, motivation, and learning efficiency. Mentioning the potential of AI tools to make learning materials more interactive and tailored to students, I present examples from my own experiences on how educators can use these

technologies. Additionally, I touch upon the challenges faced in effectively using these technologies and ways to overcome these challenges. My presentation concludes with a discussion on the importance and future potential of using AI tools in education.

**Keywords:** Artificial intelligence in education, personalized learning, learning experiences, educational technologies

## **Integrating Music into Mathematics in Turkish Educational Settings**

**Bujen Arpacık**

*MEF University, Faculty of Education, arpacikbu@mef.edu.tr*

### **Abstract:**

This research explores the interdisciplinary relationship between mathematics and music in Turkish educational settings. While mathematics and music may seem unrelated, they share abstract and logical qualities that can be harmoniously integrated to foster creativity, understanding, and enjoyment in both fields. The study aims to bridge the gap in existing literature by investigating the potential benefits and collaborative opportunities between

mathematics and music education. The literature review highlights the commonalities, impact, and gaps in previous studies on the subject. The research methodology involves collecting data from middle school students and math teacher candidates through surveys to measure their attitudes towards the relationship between mathematics and music. Descriptive statistics and data visualization techniques will be employed to analyze and interpret the collected data. The study emphasizes the importance of ethical considerations in protecting the participants' rights and confidentiality. By exploring the connections between mathematics and music, educators can enhance mathematical comprehension, foster creativity, and promote interdisciplinary learning in Turkish educational settings

**Keywords:** music, mathematics

## **Types of Instructional Materials Used by EFL Teachers at Schools in Turkey: A Comparative Analysis,**

**Gizem Kapiyoldaş**

**Rumeysa Kirkoglu**

Undergraduate Student, MEF University, Faculty of Education,

[kapiyoldasg@mef.edu.tr](mailto:kapiyoldasg@mef.edu.tr) Undergraduate Student, MEF University, Faculty of

Education, [kirkoglur@mef.edu.tr](mailto:kirkoglur@mef.edu.tr)

## **Abstract**

The study explored the influence of various instructional materials on the teaching and learning of English as a foreign language (EFL), focusing on the context of Turkey. The researchers were initially intrigued by the discrepancies in the types of materials used across different private schools, which prompted them to broaden their investigation. Instead of comparing specific schools, they decided to delve into teachers' overall experiences and preferences regarding instructional materials. Two primary research questions guided the study. Firstly, the researchers aimed to uncover the types of language resources preferred by EFL teachers and understand the reasoning behind their preferences. Secondly, they sought to investigate how English teachers integrated these materials into their lesson plans. The research methodology involved written interviews with teachers and questionnaires administered to students, following a qualitative research design. A total of 12 English teachers from various regions in Turkey participated, alongside 40 students from a state high school in Istanbul. Thematic analysis was employed to analyze the collected data, leading to the identification of several key themes and patterns. From the students' perspective, instructional materials were deemed effective, particularly in facilitating enjoyable discussions, interactive activities, and the appeal of coursebooks. However, students also highlighted issues such as the lack of suitability for different language proficiency levels and the desire for more engaging activities. On the other hand, teachers' perspectives revealed a wide range of material choices influenced by factors such as convenience, classroom dynamics, and student preferences. The incorporation of technology varied among teachers, with some experiencing increased student motivation but also encountering challenges in integrating technology seamlessly into their lessons.

Moreover, teachers faced difficulties aligning materials with the diverse backgrounds of their classes, adapting to inappropriate materials, and navigating constraints within the curriculum. These findings shed light on the complexities surrounding the selection and utilization of instructional materials in EFL contexts, emphasizing the need for a nuanced approach that considers various factors to enhance teaching and learning outcomes.

**Keywords:** material use in teaching, instructional material use of teachers, variety in material use

### **Predicting Critical Thinking Skills of Faculty of Education Students: The Role of Sociotropy and Autonomy Personality Traits**

**Amine Asude DALKIRAN**

**Ebru ADIGÜZEL**

**Ruken GERGIN**

**Sabahat Sevgi UYGUR**

Undergraduate, Dokuz Eylül University, Buca Faculty Of Education, asudedalkiran@gmail.com

Undergraduate, Dokuz Eylül University, Buca Faculty Of Education, ebru.adgzl67@gmail.com

Undergraduate, Dokuz Eylül University, Buca Faculty Of Education, , rugergin21@gmail.com

Asst. Prof, , Dokuz Eylül University, Buca Faculty Of Education, sevgiuygur92.su@gmail.com

## Abstract

Regarded as a fundamental ability of the 21st century, critical thinking is increasingly valued in contemporary society. Personality qualities have a significant impact on individuals' cognitive processes and their responses to various situations. These attributes may play a significant influence in the cultivation of individuals' critical thinking abilities and their capacity to understand and resolve intricate challenges. This study aims to investigate the predictive role of sociotropy and autonomic personality traits on the level of critical thinking skills among students in the education faculty. The study utilized a predictive correlational research design and employed the utilization of the Critical Thinking Inventory, Sociotropy-Autonomy Scale, and Personal Information Form as data collection instruments. The study's sample comprised 380 students who were currently enrolled in formal education at Izmir Dokuz Eylül University Faculty of Education. The students were selected using the multi-stage stratified random cluster sampling method, which is a probability-based sampling approach. Standard deviation, arithmetic mean, frequency, percentage, correlation techniques and Multiple Linear Regression Analysis were used to analyze the data. The findings of the study showed that students' critical thinking skills were negatively correlated with sociotropy personality trait and positively and significantly correlated with autonomy personality traits. Furthermore, it was discovered that sociotropy and autonomy personality traits were significant predictors of critical thinking skills and accounted for 10% of the overall variability. The findings were analyzed in the context of the relevant literature, and recommendations were provided to researchers and field workers.

**Keywords:** Critical thinking, sociotropy personality trait, autonomy personality trait, education faculty students.

## The Well-Being Of Pre-Service English Language Teachers In Turkiye And Their Coping Strategies

Ayşe Yaren BAĞCI

*Istanbul Aydin University , Faculty of Education, English Language Teaching*  
[ayarenbagci@stu.aydin.edu.tr](mailto:ayarenbagci@stu.aydin.edu.tr)

## Abstract

The purpose of this paper is to investigate the well-being of the pre-service English Language Teachers experiencing practicum, the problems they face during their practicum and the strategies they suggest to overcome these problems. In this research, the well-being of 27 pre-service teachers from different universities in Turkiye is evaluated in terms of emotional exhaustion, and personal accomplishment. The data were collected by adapting The Maslach Burnout Inventory (MBI)-

Educator Survey (Mendicino,2021). The survey contains 16 five-point Likert scale items in two categories. At the end of the survey, the participants also answered two open-ended questions related to the problems they faced during their practicum and their possible solutions to cope with these problems. The findings show that a minority of participants feel emotionally exhausted, while half of the participants do not feel any exhaustion related to their practicum process. Even though the rate of emotional exhaustion of participants is low; the problems faced during their practicum indicate that there are many sources of feeling unwell about their practicum. The main source of feeling unwell is “classroom management” for pre-service English Language Teachers, besides “lack of self-confidence and students’ levels”. After all, participants’ strategies and solutions for these sources are mostly about taking advice from experienced teachers. The findings from this paper may be a torch for the educators of pre-service teachers and English language teacher candidates to understand the problems pre-service teachers may encounter in their practicum and their coping strategies.

**Keywords:** teacher well-being, pre-service English language teachers, coping strategies.

## **Does the Type of Personality Determine Responses to Face Threatening Acts in a Foreign Language?**

Mine Şenoğlu<sup>1</sup>, Enes Anadolu<sup>2</sup>, Berfin Efsa Zümrütoğlu<sup>3</sup>, Asya Sude Yavuz<sup>4</sup>, Vasfiye Geçkin<sup>5</sup>

<sup>1</sup> BA Student, Izmir Democracy University, Faculty of Education, Department of English Language Teaching, [senoglumine@gmail.com](mailto:senoglumine@gmail.com)

<sup>2</sup> BA Student, Izmir Democracy University, Faculty of Education, Department of English Language Teaching, [enesanadolu47@gmail.com](mailto:enesanadolu47@gmail.com)

<sup>3</sup> BA Student, Izmir Democracy University, Faculty of Education, Department of English Language Teaching, [efsazumrutoglu@edu@gmail.com](mailto:efsazumrutoglu@edu@gmail.com)

<sup>4</sup> BA Student, Izmir Democracy University, Faculty of Education, Department of English Language Teaching, [asyasudeyavuzelt@gmail.com](mailto:asyasudeyavuzelt@gmail.com)

<sup>5</sup> Assist. Prof. Dr., Izmir Democracy University, Faculty of Education, Department of English Language Teaching, [vgeckin@gmail.com](mailto:vgeckin@gmail.com)

## Abstract

Communicative competence in a foreign language not only depends on linguistic proficiency but also on pragmatic competence. Related studies in pragmatic competence in a foreign language focus on intralingual pragmatic transfer, textbook analyses, and conversation analyses within certain frameworks, including conversational maxims, speech acts, implicatures or politeness. Under Brown and Levinson's theory of politeness, a face threatening act (FTA) is defined as an act which challenges the face wants of an interlocutor and is subject to sociocultural variation. Thus, cross-cultural pragmatic failure is observed when one fails to understand a speaker's intentions in intercultural communication. To contribute to the existing literature in the field of foreign language learning, this study aims to explore the role of personality type in the way foreign language speakers respond to FTAs. For this aim, advanced level learners of English as a foreign language ( $n=40$ ) were given two tasks. First, they completed a questionnaire which categorized the respondents as either extraverted or introverted. Next, the participants were asked to respond to six scenarios which gave different face threatening conditions. Both instruments yielded acceptable internal consistency and the results of an independent sample Mann Whitney U test showed a significant effect of personality type on FTA response patterns ( $U=7.20$ ,  $p=.016$ ). The extraverts relied heavily on accepting whereas the introverts resorted to apologies in responding to FTAs. The study offers implications for teaching pragmatics and emphasizes the role of individual differences in giving error correction in instructed second language environments.

**Keywords:** Pragmatic competence, EFL, face threatening acts, personality types

## Bilinçli Farkındalık Temalı Multimodal Dil Öğretim Materyallerinin Farklı Dil Seviyeleri ve Dil Becerilerine Yönelik Oluşturulması

Şükran İlikli<sup>1</sup>

Eda Eğilmez<sup>2</sup>

Öğrenci, Erciyes Üniversitesi, Eğitim Fakültesi, [sukranilikli18@gmail.com](mailto:sukranilikli18@gmail.com)<sup>1</sup>

Öğrenci, Erciyes Üniversitesi, Eğitim Fakültesi, [edaeglmzz@gmail.com](mailto:edaeglmzz@gmail.com)<sup>2</sup>

## Özet

Bilinçli farkındalık (*mindfulness*), “içinde bulunulan anın farkında olma” anlamına gelir ve bu kavram Kuru Gönen'e (2022) göre, dil öğretimine pek çok şekilde entegre edilebilir. Bu entegrasyon, bilinçli farkındalığın dil öğretimine materyal olarak kazandırılmasıyla mümkün hale gelebilir. Çeşitli konseptlerin hedef dilde, dil girdisi (*language input*) olarak öğrenciye sağlanması, verimli dil çıktıları (*language output*) elde etmeye öncülük edebilir. Örneğin, orman konsepti baz alınarak hazırlanmış bilinçli farkındalık materyalinin derse entegre edilmesiyle öğrenciler, *breathe* (*nefes almak*), *forest* (*orman*), *fresh air* (*temiz hava*) ve *walking on the pathway* (*patika yolu*) gibi çeşitli kelime ve kelime öbeklerini bağlam içerisinde görebilecektir. Kramsch'a (1993) göre, bağlam (*context*) içerisinde görülen kelimelerin daha iyi öğrenildiği

bilinmektedir. Hedef dilde bağlama dayalı bilinçli farkındalık metinlerini dinlemek ve farklı dil becerilerini hedef alan aktiviteleri uygulamak; öğrencilerin dinleme, okuma, yazma ve konuşma becerisini geliştirebilir ve telaffuzlarını iyileştirmelerine yardımcı olabilir. Alıcı dil becerilerinden (*receptive skills*) olan dinleme (*listening*) ve okuma (*reading*) becerileri gelişen bireylerin, konuşma (*speaking*) ve yazma (*writing*) gibi verici becerilerinin de (*productive skills*) buna bağlı olarak geliştiği bilinmektedir (Sreena & Ilankumaran, 2018). Bu bağlamda, bu projenin konusu olan bilinçli farkındalık temalı multimodal (görüntü, video ve podcast) dil öğretim materyallerinin yapay zeka ile hazırlanması, dikkatleri bu üçlü ilişki üzerine çekerek teknoloji destekli öğretim materyali geliştirme konusuna farklı ve yeni bir bakış açısı getirmeyi amaçlamaktadır. Bu araştırma, 5-7 öğretmenin uygulayacağı ve çeşitli kademelerde bulunan (ilkokul, ortaokul ve lise) 100-140 öğrenciye uygulanacak olan bir çalışmadır. Uygulama sonucunda, öğretmenler ile görüşme yapılacaktır. Söz konusu görüşmeden sonra, bağımlı (öğrencilerin hedef dil olan İngilizcedeki dört temel becerileri, derse olan motivasyonları, dersteki stres ve kaygı seviyeleri, vb.) ve bağımsız değişkenler (bilinçli farkındalık temalı multimodal materyaller) analiz edilecektir. Araştırma kapsamında dil öğrenme sürecinde yapay zeka robotları tarafından üretilen özgün bilinçli farkındalık (*mindfulness*) metinlerinin multimedya halinde ders materyali olarak kullanılmasının etkililiği değerlendirilecektir.

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**Anahtar kelimeler:** yabancı dil eğitimi, bilinçli farkındalık, ders materyali geliştirme, yapay zeka

## **İlkokul öğrencilerinin okuduğunu anlama becerileriyle okuma kültürü oluşturmada aile yeterliği arasındaki ilişkinin incelenmesi**

Yazar: Evrim KAÇMAZ<sup>1</sup>

Yazar: Mehmet Arif BOZAN<sup>2</sup>

1.Yüksek Lisans Öğrencisi, İstanbul Aydın Üniversitesi Eğitim Fakültesi  
ekacmaz3447@gmail.com

2.Dr. Öğretim Üyesi İstanbul Aydın Üniversitesi Eğitim Fakültesi, mehmetbozan@aydin.edu.tr

### **Özet**

Okuma ve okuduğunu anlama becerisi hem akademik başarı açısından hem de günlük yaşam becerisi bakımından en temel becerilerdendir. Öyle ki literatürde ana dilinde okuduğunu anlama becerisi bakımından yeterli olmayan öğrencilerin öğrenme yoksulluğu içerisinde olacağı belirtilmiştir. Çocuklar veya kişiler bu becerilerde başarısız olduklarında hem akademik hem de günlük yaşamları bu durumdan

olumsuz etkilenecektir. Okul ve formal eğitim çocukların eğitim yaşamında etkili olduğu kadar aile ve aileyle birlikte gelen informal eğitim, aile olanakları, ailenin eğitime bakış açısı gibi değişkenler de çocuğun eğitim yaşamını direkt olarak önemli derecede etkilemektedir. Ailenin önemli etkisi doğal olarak çocuklarda kitap okuma kültürü okuma alışkanlığı ve okuduğunu anlama becerileri üzerinde etkisi olabilir. Bu kapsamda mevcut araştırmada ilkökul 4. sınıfta eğitim gören öğrencilerin velilerinin okuma kültürü oluşumunda yeterlilikleriyle okuduğunu anlama becerisiyle arasında bir ilişkisi olup olmadığını ortaya konulması amaçlanmıştır. Araştırmada veri toplama aracı olarak, öğrenci velilerinin yeterliliklerini ölçmek amacıyla Çiğdemir ve Akyol (2020) tarafından geliştirilen "Okuma Kültürü Oluşumunda Aile Yeterliliği Ölçeği" kullanılacaktır. 4. sınıf öğrencilerinin okuduğunu anlama becerilerinin belirlenmesi amacıyla Aksoy (2004) tarafından geliştirilen "Okuduğunu Anlama Başarı Testi" uygulanacaktır. Okuduğunu anlama testinde kullanılan metinler öğrencilerin yaş özellikleri dikkate alınarak seçilmiştir. Bu bakımdan araştırmanın deseni nicel araştırma yöntemlerinden korelasyonel araştırma olarak belirlenmiştir. Araştırma İstanbul ili Bağcılar İlçesinde yürütülmesi planlanmaktadır. Örneklem grubu, ilkökul 4. sınıfa devam eden yaklaşık 300 öğrenci ve veli grubundan oluşması hedeflenmiştir. Çalışma kapsamında elde veriler SPSS 26 programından yararlanılarak analiz edilecektir. İlk aşama olarak verilerin normal dağılım gösterip göstermediği test edilecektir. Verilerin normal dağılım göstermesi durumunda ilişkisiz örneklem t testi, Pearson korelasyon ve regresyon analizi yapılacaktır. Verilerin normal dağılım göstermemesi durumunda, Mann Mann Whitney U analizi, Spearman korelasyon analizi yapılacaktır.

**Anahtar Kelime:** Sınıf öğretmenliği, Türkçe, okuduğunu anlama, aile okuryazarlığı

## Matematik Sınıflarındaki Söylemlerin Temel Fonksiyonları Bağlamında İncelenmesine Yönelik Makaleler Üzerine Bir Sistemik Derleme

Süheyla ÇİFÇİ<sup>1</sup>

Işıkhan UĞUREL<sup>2</sup>

<sup>1</sup> Matematik öğretmeni/Yüksek lisans öğrencisi. DEÜ, Buca Eğitim Fakültesi. [suheylac123@gmail.com](mailto:suheylac123@gmail.com)

<sup>2</sup> Prof. Dr. Dokuz Eylül Üniversitesi. Buca Eğitim Fakültesi. [isikhan.ugurel@deu.edu.tr](mailto:isikhan.ugurel@deu.edu.tr)

### Özet

Matematik sınıflarındaki öğrenme-öğretme sürecinin temelinde dil ve ona bağlı olarak gelişen iletişim yer almaktadır. NCTM yayınlarında tutarlı bir şekilde iletişimi, yeniden düzenlenen matematik eğitiminin temel bileşeni olarak kabul etmiştir (akt. Truxaw & DeFranco, 2007). Ayrıca NCTM (2000) iletişim sayesinde, fikirlerin derinlemesine düşünmenin, geliştirmenin, tartışmanın ve değişikliklerin konusu haline geldiğini belirtmiştir. Matematik eğitimi alanında yapılan çalışmalar, iletişimin bilişsel aracı olan dile dayalı olarak üretilen söylemlerin bir fikri aktaran araç olmasının yanı sıra, anlam oluşturma sürecindeki işlevine yoğunlaşmaktadır. Truxaw, Gorgievski ve DeFranco (2008) sadece konuşmanın varlığının anlam oluşturmada olduğunu, söylemin kalitesinin ve türünün matematiğin kavramsal olarak anlaşılmasına yol açmada önemli olduğunu savunmaktadır. Bu nedenle matematik sınıflarındaki iletişim sürecinde yer alan söylemler

incelenerek öğretmenlerin ve öğrencilerin anlam oluşturma süreçlerine yönelik nitelikli bakış açısı elde etmek mümkündür.

Lotman (1988) tüm metinlerin fonksiyonları yardımıyla iki gruba ayrılabilceğini ifade etmiştir (Knuth & Peressini, 2001). Bu fonksiyonlar ‘*anlamı taşımak(AT)*’ ve ‘*anlamı oluşturmaktır(AO)*’. Literatürde AT-AO bağlamında matematik sınıf söylemini inceleyen çok sayıda araştırma yapılmıştır. Bu çalışmalar üzerine genel bakışın sağlanması ve yeni çalışmalar için bir yönlendirici zemin oluşturulması yazarlarca önemli görülmüştür. Nitel yapıdaki çalışmada AT-AO bağlamında sınıf söylemlerini inceleyen akademik makaleler üzerinde sistematik derleme yapılmıştır. Kapsamlı literatür taraması sonucu 1998-2021 tarihleri arasında yayınlanmış makaleler, yazarlarca belirlenen kriterlere göre incelenerek seçilen 16 makale bu çalışmaya dahil edilmiştir. Makaleler; araştırmanın temeli (yaklaşım, desen, tür, teorik çerçeve), katılımcıları, veri toplama yöntem ve araçları, veri analizi ve yorumlama yaklaşımları, sonuçları ve önerilerine göre analiz edilmiştir.

Bulgular analiz için tek bir yol ya da tekniğin kullanılmadığı, bir veya daha fazla öğretmenin sınıfına odaklanılmış olduğu, söylemlerin kesitler halinde incelendiğini göstermiştir. Çalışmaların çoğunda kuramsal çerçevenin iki boyutta yapılandığı görülmektedir. Bunlar sosyokültürel yaklaşım ve dilbilim bağlamında ise söylem çözümlemesidir. Özellikle son zamanlarda yapılan çalışmalarda söylemlerin fonksiyonları ile diğer kuramları ilişkilendirmeye yönelik girişimler olduğu görülmektedir. Makalelerde katılımcı grupların ağırlıklı olarak ilkökul veya ortaokul düzeyinde olduğu ve verilerin ders video kaydı alınarak elde edildiği gözlenmiştir. Çalışmamızın hem (AT-AO bağlamında) alanın genel panoramasını sunması hem de yeni araştırmalar için yönlendirmeler ortaya koyması nedeniyle alana katkı yapması umulmaktadır.

**Anahtar kelimeler:** Söylem, söylem çözümleme, fonksiyonel ikilik, matematik eğitimi.

## **Investigating AI-Assisted Strategies for Enhancing English Present Perfect Tense Proficiency among University Preparatory Students**

**Barkın Baran Yener<sup>1</sup>**

<sup>1</sup>*MEF University, Faculty of Education, yenerb@mef.edu.tr*

This research delves into AI-assisted strategies university preparatory students employ to enhance their English Present Perfect Tense proficiency. Adopting a qualitative research design, the investigation incorporates pre- and post-writing tasks, interactive discussions with an AI tool to reinforce understanding of the Present Perfect Tense, and an online open-ended survey involving eighteen participants with prior exposure to AI-assisted language learning tools as part of their English language programme. Furthermore, a post-study survey featuring open-ended questions is administered to gain insights into participants' self-reflections. Through these data collection methods, the study uncovers valuable insights into the participants' experiences, obstacles faced, and strategies utilized while using AI tools to improve their grasp of English tenses, focusing on the Present Perfect Tense. The research emphasizes the promising potential of AI in language education and offers implications for language instructors and developers of AI language

learning tools. Additionally, it advocates for further investigation into the pedagogical consequences and long-term impacts of integrating AI into a language learning context.

**Keywords:** Artificial intelligence, self-regulated language learning, grammar.

## **To Teach or Not To Teach “Connected Speech”: The Effect of Explicit Teaching on Pronunciation Skills\***

Mualla Elif Durmaz<sup>1</sup>, İrem Doğaç<sup>2</sup>, Vasfiye Geçkin<sup>3</sup>

<sup>1</sup>*BA Student, Izmir Democracy University, Faculty of Education, Department of English Language Teaching, elifmdurmaz@gmail.com*

<sup>2</sup>*BA Student, Izmir Democracy University, Faculty of Education, Department of English Language Teaching, iremddogac@gmail.com*

<sup>3</sup>*Assist. Prof., Izmir Democracy University, Faculty of Education, Department of English Language Teaching, vgeckin@gmail.com*

### **Abstract**

Mastery in speaking a foreign language requires having a grasp of the phonological features. Connected speech, defined as a way of speaking which includes spontaneous and coincidental changes, aids language teaching as it brings about meaningful input and native-like productive output. In the literature, connected speech processing instruction has proven to be effective on pronunciation and speaking skills in a second language. Studies on Turkish learners of English as a foreign language (EFL) regarding

their connected speech, however, are quite limited. The aim of this quasi-experimental study is to investigate the potential contributions of providing explicit connected speech instruction on highschoolers learning EFL. After taking the ethics permissions, 10<sup>th</sup> grade high schoolers ( $n=52$ ) at a public school were given a demographic questionnaire and a pre-phonological awareness test. The students were placed either in the experimental group which received a 5-week instruction on English phonetics and connected speech (i.e., assimilation, elision, catenation, intrusion) or in the control group with no explicit instruction. To check the effectiveness of the intervention, a pre and post pronunciation test composed of 72 connected speech items was administered. The data analysis is still in progress and the speech productions are being analyzed using the PRAAT program by two researchers to ensure reliability. The experimental group is expected to demonstrate progress in both the final speech test and the phonological awareness test compared to both their initial performance and the control group. Additionally, a significant positive correlation is expected between the results of the speech test and the phonological awareness test within and between groups.

**Keywords:** connected speech processing (CSP), explicit pronunciation teaching, phonological awareness, English as a foreign language (EFL)

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### **How Should Education Be Given?**

**Author Gökhan Ak**

Student, Bandırma Onyedi Eylül University, Faculty of Human and Social Sciences,

[gokhanak287382@gmail.com](mailto:gokhanak287382@gmail.com)

### **Abstract**

This presentation aims to underline the needs of the students about the education and the way it's given.

Throughout history, the proper education system will be discussed for each different department. Considering the data and available technologies, education systems will be compared with each other.

In Turkey, what methods were used to educate students in the past? How have technological methods affected the education system in general? Do all the methods affect the students? If yes, in what way?

Student's place in the education system and their responsibilities will be touched upon, as they will be in the workforce in the future. Creative and problem-solving skills should be fostered to get better for awaiting challenges.

A study made in 2016 by George M. and John Hattie shows that project-based learning (PBL) is more effective in regards to polishing the problem-solving skills of students than traditional methods. This presentation will get into the details of this method and its effectiveness in general.

Being in the center of education, students will mostly prefer a personalized education system. So there are questions that need to be answered, should educators teach students or just motivate them? How should the personalized education system be? And what should be the method for different generations of students? Lastly, what should be the method of teaching students who are negligent in their education life? For the presentation, each question will be evaluated and answered.

As a result, education methods change over time, and it varies from region to region, and there is not a clear answer as to which is the proper method. But from a student's perspective, what should be the general method? That will be the main question of the presentation.

**Keywords:** Methods, perspective, effectiveness

## **Importance of Early Childhood Education**

**Furkan Ak**

Student, Bolu Abant İzzet Baysal University, School of Foreign Languages

[violaxellen2@gmail.com](mailto:violaxellen2@gmail.com)

### **Abstract**

Early childhood education is essential for building up a successful future for children. In the early years of their life, humans learn faster and more effectively, so how should we use this opportunity? There are a lot

of things to consider, social skills are essential to their school life, and a study shows that children who adjusted the school life earlier than others are much more successful.

There are a couple of researches on this topic, one is called The High/Scope Perry Preschool Study, where they sent children from low-income families to high-quality preschool programs, and they became more successful than other children as a result.

Parents play a big role in a child's development. As their influencers, they should be the people that their children look up to, and in order to be the guiding light of their life. Children should learn to become independent and adjust to being in a new environment. This allows children to actively interact, build up their confidence and understand themselves clearly.

One of the advantages of early childhood education is that it's future-oriented. Children can learn life-long skills and talents. This presentation will include several age groups and explain the importance of education separately.

This presentation will focus on the topics that concern the children and their place in education starting from kindergarten, and the importance will be explained.

**Keywords:** Guidance, development, learning

## **Mimar Adaylarınca Geliştirilen Aparatlı Matematik Problemlerinin Analizi\***

Nazlı Gül ÇAĞIRGAN<sup>1</sup>

Işıkhan UĞUREL<sup>2</sup>

### **Özet**

Mimarlık hem lisans yıllarındaki eğitim sürecinde hem de mesleği icra etme aşamasında birden çok bilgi ve beceri alanını gerektiren ve farklı disiplinler ile etkileşimi olan bir alandır. Söz konusu temel bilgi ve beceri alanlarından biri de matematiktir. Mimar adayları aldıkları derslerde tasarım, planlama, uygulama, yapı bilgisi, ölçme, üç boyutlu düşünme, teknik resim, perspektif, nesne manipülasyonu gibi matematikle ilişkili konularda çalışmalar yapmaktadır. Bu çalışmalar bütünsel olarak bir mimari tasarım sürecinin gelişmiş bir problem çözme işlemi olduğu düşünülürse, bu problem çözme sürecine hizmet eden birer alt bileşenleri oluşturduğu ifade edilebilir. Dolayısıyla mimar adaylarının matematikle ilişkili olan problemleri çözmesi ve kurması onlardan beklenen ve mesleki gelişimlerine hizmet edecek temel etkinliklerden biridir.

Nitel yapıdaki bu çalışmada amaç Ege Bölgesi'ndeki bir devlet üniversitesinde öğrenim görmekte olan (birinci ve üçüncü sınıftaki) mimar adaylarınca kurulmuş olan (96 adet) “aparatlı matematik problemlerinin (ApMP)” analizinden elde edilen bulguları paylaşmaktır. ApMP özgün, alana yeni kazandırılmış bir problem türüdür. Bir aparatlı matematik problemi, aparat olarak adlandırılan somut bir nesne (grubu) üzerinde kurulan bir dizi problemten her biridir (Uğurel, 2019a). Bu problemlerde amaç çözüm sürecinde fiziksel nesne, el ve göz koordinasyonunu maksimize ederek matematiksel düşünme becerisinin gelişimini desteklemektir.

Katılımcılar gönüllü olarak çalışmaya katılan 24 mimar adayından oluşmaktadır. Problem kurma sürecinden önce katılımcılara yönelik aparatlı matematik problemi çözme atölyesi düzenlenmiştir. Adaylar bu atölyeden sonraki birkaç hafta içerisinde ikiye kişiye bölünmüş gruplar halinde (toplam 12 grup) çalışarak araştırmacılarca kendilerine verilen (Uğurel, 2019b'den alınan) üç aparat için tek oturumda ayrı ayrı ApMP'leri üretmiştir. Problemler ikinci yazar tarafından geliştirilen bir rubrik (Uğurel, 2019a) kullanılarak yazarlarca analiz edilmiştir.

Bulgular mimar adaylarının aparatlı matematik problemleri kurma deneyiminden oldukça keyif aldıklarını, bu süreci farklı bir uygulama olarak gördüklerini ve problemleri kurarken matematiksel kavramlarla ilgili sorgulamalar gerçekleştirdiklerini göstermiştir. Kurulan problemlerin problem çözme atölyesindeki sunulan problemlere çok benzediği, öğrencilerin genellikle çözdükleri problemlerdeki şekilleri değiştirerek yeni şekiller üzerinden aynı tarz problemler kurdukları görülmüştür. Kurulan problemler rubriğe göre incelendiğinde farklılıkları konusunda sınırlılıkları olduğu ve birbirine benzeyen problemler kurma eğiliminde oldukları fark edilmiştir. Üçüncü sınıftaki adayların kurdukları problemlerden toplamda daha yüksek puan aldıkları görülmüştür. Küp takımı kullanılarak kurulan problemler en yüksek puan alanlar, daire takımı ile kurulanlar ise en düşük puan alan gruptur. Genel olarak kurulan 96 aparatlı probleme bakıldığında mimar adaylarının orta alt düzeyde ApMP'ler oluşturabildikleri ifade edilebilir. Çalışmamızın mimarlık ile matematik disiplinlerinin etkileşim alanının genişletilmesine ve ApMP'ye yönelik araştırma literatürüne katkı yapması beklenmektedir.

**Anahtar kelimeler:** Aparat, aparatlı matematik problemi, problem kurma, mimar aday, mimarlık eğitimi, matematik eğitimi.

## Matematik Eğitimi ve ChatGPT

### Uluslararası Kaynaklı Makaleler Üzerine Sistemik Bir Derleme

Fatma ÖZER<sup>1</sup>

Işıkhan UĞUREL<sup>2</sup>

1 Matematik öğretmeni / Yüksek lisans öğrencisi. DEÜ, Buca Eğitim Fakültesi. fftmozer5@gmail.com

2 Prof. Dr. Dokuz Eylül Üniversitesi. Buca Eğitim Fakültesi. isikhan.ugurel@deu.edu.tr

#### Özet

Teknolojinin gelişimi ile hayatın her alanı etkilendiği gibi eğitim alanı da etkilenmiştir. 21. Yüzyıldaki eğitim ortamı, teknolojiye, özellikle yapay zekadaki ilerlemelerin bir sonucu olarak önemli değişikliklere uğramıştır (Vose ve ark., 2021). Etkisi en belirgin ve yaygın olan uygulamalardan birisi OpenAI tarafından üretilen gelişmiş doğal dil işleme yapay zeka teknolojisi olan ChatGPT'dir. ChatGPT, doğal dil metnini

işleyip oluşturabilen, çeşitli soru ve istemlere insan benzeri yanıtlar verebilen, bir yapay zekâ modelidir. ChatGPT ve benzeri LLM'ler bağlamsal olarak ilgili ve tutarlı yanıtlar üretmede oldukça iyilerdir. Matematiğe uygulandıklarında, öğrencilere karmaşık problem çözme süreçlerinde rehberlik eden etkileşimli öğretmenler olarak hizmet edebilirler (Whitehead, 2017). Ayrıca adım adım açıklamalar sunarak, gerçek zamanlı örnekler oluşturarak ve özel geri bildirimler vererek, öğrencilerin matematiksel ilerlemelerindeki anlama açığını da kapatmaktadır (Dao & Le, 2023). ChatGPT ve benzeri LLM'leri matematik eğitimine entegre etmenin olumlu sonuçlarının yanında çeşitli zorlukları da beraberinde getirdiği görülmektedir. Önemli engellerden biri, bu modeller tarafından sağlanan bilgilerin doğruluğunu ve güvenilirliğini sağlamaktır. Yanlış veya yanıltıcı bilgiler, öğrencilerin anlayışını önemli ölçüde etkileyebilir ve öğrenmedeki ilerlemelerini engelleyebilir.

Literatürde matematik ve matematik öğretimi ile ChatGPT kullanımını ele alan sayıları hızla artmakta olan araştırmalar mevcuttur. İlginin giderek arttığı bu araştırmalara yönelik bir öncü bakışı yansıtmak ve sonraki çalışmaya zemin oluşturmak amacıyla var olan makaleler üzerine bir sistematik derleme yapmanın yararlı olacağı düşünülmüştür. Yapılan literatür taraması sonucu (Ocak) 2023 yılı ile (Şubat) 2024 yılı arasında yayınlanmış makaleler listelenerek, yazarlar tarafından belirlenen kriterlere göre seçilen 24 makale bu çalışmaya dahil edilmiştir. Makaleler yayınlandığı yıl, yayınlandığı dergi adı ve türü, anahtar kelimeleri, araştırmanın ana problemi, temeli (yaklaşım, desen, tür, teorik çerçeve), örneklem/ veri seti, veri toplama yöntem ve araçları, veri analizi ve yorumlama yaklaşımları, sonuçları ve önerilerine göre analiz edilmiştir. Analiz temaları iki yazar tarafından derleme çalışmaları incelenerek belirlenmiştir. Makaleler söz konusu temalar altında betimsel olarak analiz edilmiştir.

Bulgular makalelerin çoğunlukla “eğitim ve matematik eğitimi” dergilerin yayınlandığını, makalelerde en çok kullanılan anahtar kelimelerin “yapay zeka”, “ChatGPT” ve “matematik eğitimi” olduğunu göstermiştir. Ana problem olarak çoğunlukla ChatGPT’nin matematiksel yetenekleri ve matematik eğitimine entegre edilmesindeki fırsatlar ve olası endişelerin neler olduğunun araştırıldığı görülmüştür. Verilerin ağırlıklı olarak ChatGPT ile yapılan sohbet transkriptlerinden elde edildiği ve yorumlamaların araştırmacılar tarafından yapılan izlenim aktarımları üzerine olduğu gözlenmiştir. İncelenen makalelerin sonuçları genel olarak ChatGPT’nin matematik eğitiminde yararlı bir eğitim aracı olarak kullanılabileceğini ancak kullanılırken dikkatli olunması gerektiğini vurgulamaktadır.

**Anahtar kelimeler:** Yapay zeka, ChatGPT, matematik eğitimi, literatür derlemesi.

## **The Impact of Fan-Generated Platforms in Language Learning Through Social Media**

**Rabia Yeni**

Student, Bandırma Onyedi Eylül University, Faculty of Humanities and Social Sciences,  
rabia.yeni4@hotmail.com

### **Abstract**

How many of us thought that we can learn a new language through fandom communities on social media? During the new era of social media, fandom communities from television series to music genres such as K-pop which have the density of English as a second or foreign language speakers in community and Anime enthusiasts, have maximized their area into a high level of dynamic ecosystems which they do not only share their interests, but also language learning. Moreover, they experience diverse learning strategies such as fan-art and real-time communication such as chat rooms on X (Twitter) where they come together with people who share their thoughts in common. Thus, these platforms are opening new gates for these

individuals who are passionate about a specific genre and who are part of a certain group. In this presentation, the presenter will talk about challenges and opportunities of fan generated platforms in language learning. While doing this, the presenter will recommend good practices for language learners. Since fan generated platforms in language learning is a rare activity, this presentation will originally and authentically contribute to the expansion of implementations in this field. According to Duolingo's research, a significant majority, 66% of Indians also expressed interest in joining language learning communities linked to their cherished fan groups. Notably, the survey reveals a compelling trend: the fervent enthusiasm for fandom within the Indian community discovers a powerful catalyst, motivating individuals to delve into and fully immerse themselves in new cultures and language learning, and I will be able to widen these materials during my presentation.

**Keywords:** Fandom, Foreign, Social Media

## **Music Has Impacts On Psychology**

**Neslihan Arslancan**

Student, Bandırma Onyedi Eylül University, Faculty of Humanities and Social Sciences,  
[neslihanarslancan@ogr.bandirma.edu.tr](mailto:neslihanarslancan@ogr.bandirma.edu.tr)

### **Abstract**

Have you ever felt depressed even though you were in a happy state in your life while listening to music which is sad? Music is a big part of our lives, however, we do not extensively examine its effects on our psychology. In my abstract my presentation will delve into the effects of music on our psychology. A recent research conducted by a team of Finnish researchers about the effects of music states that distinct parts of the brain control different aspects of music. The interesting part of the research is that it gives a demonstration of how music has effects on the areas of the brain which are in connection with wildly distinct cognitive functions. Areas of brain in connection with emotional control are activated at the same time

when we listen to music. Different clinical studies have discovered that in fact, music can initiate the release of specific neurotransmitters, which carry chemical messages around human body such as dopamine (which is used in the function of motivation) and serotonin (which is used in the function of mood.) In the research conducted at McGill University in Toronto, a noteworthy increase in dopamine levels when the participants were exposed to a crescendo or emotional climax in music was discovered. In like manner, it is discovered that music stimulates the synthesis and release of oxytocin which is used to produce the feelings of bonding, trust and empathy. These recent researches support my argument which is “Music has impacts on psychology” and I want to extend these materials and examples in my presentation.

**Key Words:** Psychology, Music, Emotion

**Integration of Disadvantaged Children into Education within the Scope of Community  
Service Practices Course**

**Dr.Melike Tural Sönmez**

**Merve Şahin**

**Ebrar Gürcü**

Dr.Öğr.Üyesi Melike Tural Sönmez, Kırıkkale University Faculty of Education,  
[melikesonmeztural@gmail.com](mailto:melikesonmeztural@gmail.com)

Undergraduate student, Kırıkkale University Faculty of Education [iremmerve19@gmail.com](mailto:iremmerve19@gmail.com)

Undergraduate student, Kırıkkale University Faculty of Education, [ebrargurcu49@gmail.com](mailto:ebrargurcu49@gmail.com)

### **Abstract**

Ability to do mathematics; It is the most important factor for individuals and societies to cope with various problems they face, to solve problems and to develop in all areas. Bourdieu and Passeron (1964) stated that the socioeconomic level, education level, social status of the family (professionals, living city, district, house, neighbors) are the most basic factors that determine the future life of the students. However, Almquist, Modin and Ostberg (2010) found that the high number of grades in primary and secondary schools influenced success and career choice in later years, therefore, they have revealed that the family owned by the student has ineffective social status and educational level disadvantage. The aim of the project is; to carry out studies to increase the school success of students in socioeconomic deprivation and to increase the interest of these children in learning mathematics and to improve their quality of school life. In addition, it is to enable the students participating in the project to learn mathematics by applying and experiencing. The activities to be implemented in the project consist of applied studies that support conceptual learning based on the principles of student centered research and inquiry. In the project implementations that will take place as 'experimental studies', a 'mixed method' will be used to evaluate the outputs. Before and after the application; In order to determine the philosophical ideas about the nature of mathematics, a 'nested pattern' will be used in which qualitative data collection tools and quantitative scales are used together. Descriptive statistics and t-test will be used in the analysis of the data. The most basic output targeted by the project is; To ensure the development of their academic success and to create positive effects for their future, along with learning mathematics in a fun way for a disadvantaged group. This project is carried out under the consultancy of Doctor Melike Tural Sönmez who serves as a faculty member at the University of Kırıkkale.

**Keywords:** Mathematics, disadvantaged students and schools, support

## **USING DIGITAL STORYTELLING TOOLS TO IMPROVE EFL WRITING SKILLS**

**Merve Başkutlu**

**Tokat Gaziosmanpaşa University**

### **ABSTRACT**

Technology integration into teaching English as a foreign language writing skills has become increasingly common and frequently used recently. There are many conveniences that information technologies provide to written communication. Web 2.0 tools, which have been used for nearly two decades, have content and features that encourage students to write in English. These technology-mediated communication tools have developed alternative environments that give students the opportunity to write collaboratively to achieve common goals, instead of focusing on an individual writing environment where students do not feel comfortable. Considering the benefits of collaborative writing and web 2.0 tools, this study aims to provide a different environment for technology-supported collaborative writing and in-group feedback in small groups for students to improve their English writing skills. Wiki is an online web 2.0 tool chosen in this study to improve writing skills. In the study, the wiki-based collaborative writing model (experimental group) will be compared with the traditional method collaborative writing model (control group) with simultaneous follow-up applications. In addition, students' perceptions of these writing environments and peer feedback will be also examined.

**Key words:** Writing in English, Wiki-Based Co-Writing, Perception of Writing in English

### **The Impacts of Code-Switching**

**Pelin Ünalın**

**Zeynep Çelik**

*MEF University, Faculty of Education, [unalanp@mef.edu.tr](mailto:unalanp@mef.edu.tr)*

*MEF University, Faculty of Education, [senyigitz@mef.edu.tr](mailto:senyigitz@mef.edu.tr)*

### **Abstract**

This research delves into the utilisation of code-switching in English as a Foreign Language (EFL) classrooms, focusing on its impact on students' learning and comprehension. The study assesses the perceptions of language teachers in Turkey regarding the advantages and disadvantages of code-switching. Additionally, it aims to highlight common factors that influence the use of code-switching. Employing a mixed-methods approach, the study gathered data through a questionnaire distributed to 21 English language teachers in Turkey. The findings indicate that while most teachers perceive code-switching as a beneficial pedagogical tool, there exists some conflicting attitudes towards its usage in EFL classrooms. Overall, the study provides valuable insights into the benefits and challenges of code-switching from the perspective of teachers, suggesting the need for further research to enhance language teaching practices.

**Keywords:** Code-switching, EFL, Language teaching, Bilingual communication, Multilingualism